DOCUMENT RESUME

ED 364 986 EA 025 532

TITLE	The Annual Condition of Education Report. A Report on Elementary, Secondary and Community College Education.
INSTITUTION	Iowa State Dept. of Education, Des Moines.
PUB DATE	Nov 93
NOTE	64p.; For the 1992 report, see ED 351 773.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Community Colleges; Educational Assessment; *Educational Objectives; Elementary Secondary Education; *Outcomes of Education; *State Action; *State Programs; Statewide Planning
IDENTIFIERS	*Iowa

ABSTRACT

This publication provides a comprehensive view of kindergarten through community-college education in Iowa. It describes input indicators (which are somewhat fixed by outside constraints), process indicators (over which school districts have some control), and outcome indicators (which result from planned district programs). Information for 1993-94 is compared with the 1985-86 school year. Statewide initiatives implemented since 1985 include the Department of Education's 5-year plan, Renewing the Commitment; new standards for school accreditation; the Educational Excellence Program to improve teacher salaries and staff development; and increased exploration of interdistrict sharing. The first section describes Iowa's progress toward the six National Education Goals. The second section describes the status of elementary-secondary education in terms of student achievement, enrollment, staff, programs, and finance. Section 3 examines community colleges, and provides information on major initiatives, learner outcomes, enrollment, and programs. The last section offers an overview of major initiatives to ensure quality and expand educational opportunities. A total of 86 tables and 27 figures are included. (LMI)

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The Annual Condition of Education *Report*

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Iowa Department of Education, 1993

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The Annual
Condition of Education Report

A Report on

Elementary, Secondary and

Community College Education

Iowa Department of Education
November 1993

Printed on Recycled Paper

State Board of Education

State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa 50319

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Introduction

Public Education in Iowa was created through community initiatives and continues to rely on the public for direction and support. Active participation in the educational process is encouraged by keeping the public informed of the current condition of education as well as issues that may have an impact on education.

This report is designed to provide a comprehensive view of kindergarten through community college education in the state. Indicators described in the report include input indicators, which are somewhat fixed by outside constraints such as student population, and the financial aid formula; process indicators, which can be controlled or varied to some extent by school districts, such as program design and development and expenditure allocations; and outcome indicators, which result from planned educational programs of the school district such as student achievement and attendance rates.

Comparison factors have been introduced to increase the meaning of the information. To provide context, the most current information is compared to information for the 1985-86 school year and to the year immediately preceding the current year. The base year of 1985-86 was selected because a number of significant statewide initiatives began during the five-year period that started then. These include implementation of *Renewing the Commitment*, the Department of Education's five-year plan; new standards for school accreditation; the Educational Excellence Program to improve teacher salaries and encourage staff development; and increased exploration of inter-district sharing.

Where available, information to show how Iowa compares with other states is presented.

Also included is a section describing Iowa's progress towards the six national education goals and an overview of special initiatives to ensure quality and expand educational opportunities in the state.

To the Citizens of Iowa

This fourth edition of the *Annual Condition of Education Report* is being released at a time of unprecedented commitment to educational excellence in Iowa. All across the state dedicated educators, parents, community members and policy makers have joined hands in the important task of transforming Iowa's schools to meet the demands of the 21st Century.

Some of the results of those efforts can be seen in this report on the status of the statewide system. Progress is evident in a number of areas: student achievement on standardized assessments, high school graduation rates, vocational/technical programs, educational technology and adult literacy.

Progress, however, does not m that the goal of a transformed system has been reached. Indeed, many areas of need remain, particularly higher expectations and workforce readiness for all students.

Despite a tradition of educational excellence in a number of areas and measurable progress since the benchmark year of 1985 used in this report, *Iowa cannot afford complacency*. The stakes are too high—nothing less than a successful future for Iowa's students in the global economy of the 21st Century.

It is our intention that this report be used as a resource by the citizens of Iowa in making the decisions that are creating the schools of the future - today.

Ron McGauvran, President
Iowa State Board of Education

Ted Stilwill, Acting Director
Iowa Department of Education

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National Education Goals

In 1989, President George Bush and the nation's governors agreed to establish and monitor progress towards national education goals. Their aim was to focus national attention on the importance of education in maintaining the economic strength, security and international competitiveness of the United States. In 1990, President Bush outlined six educational goals for the nation in his State of the Union message. That same year, the National Governor's Association adopted the six goals and created the National Education Goals Panel to evaluate and report on progress toward meeting the goals. The Association also encouraged each state to monitor and report to its citizens on its progress toward the goals.

In 1991, the National Education Goals Panel issued its first report, Building a Nation of Learners, summarizing the best information then available at the national level. Iowa's first report was also issued in 1991. It included the best data available to describe Iowa's status relative to the goals and descriptions of programs likely to influence that status. This is Iowa's fourth progress report.

Goal 1:

By the year 2,000, all children in America will start school ready to learn.

"A good beginning for every child is the key to all other goals, and if a solid foundation can be laid in the first years of life, prospects for school success will be dramatically enhanced."

National Education Goals Panel

Physical well-being, emotional maturity, social confidence, language richness and general knowledge are considered essential to school readiness

Family Income

According to the most current information available, 11.4 percent of the Iowa population reported incomes below the poverty level in 1991. Poverty guidelines change annually and vary according to family size. For a family of four, the 1991 guideline placed the poverty level at $14,360. Iowa's 11.4 percent figure for 1991 is fairly consistent with the previous two years and follows a decline from the 1981 to 1985 rates. Table 1 shows the percent of Iowans at or below the poverty level from 1981 through 1991.

TABLE 1

PERCENT OF IOWANS AT OR BELOW THE POVERTY LEVEL

1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991
14.5%	15.0%	14.9%	14.6%	14.2%	12.7%	10.7%	11.0%	11.2%	11.2%	11.4%

Source: Iowa Department of Revenue

Child Poverty

According to the 1990 U.S. Census 98,463 Iowa children below the age of 18 lived in households with incomes below the federal poverty level of $12,674 for a family of four. Although Iowa's percentage of child poverty, 14.0 percent, is below that of the nation as a whole, Iowa's rate is growing. Child poverty, both in Iowa and the nation is greatest for very young children, those age 4 and below. Table 2 shows the 1990 child poverty rates by age group. Table 3 shows the child poverty trends from 1970 to 1990.

TABLE 2

IOWA AND NATIONAL CHILD POVERTY RATES, 1990

Age Group	Iowa	Nation
All Children	14.0%	17.9%
0-4 Year-olds	17.5%	20.1%
5-17 Year-olds	12.6%	17.0%

Source: *Challenging Trends: Indicators of Well-Being for Iowa Children.* 1992

TABLE 3

IOWA AND NATIONAL CHILD POVERTY TRENDS, 1970 TO 1990

Year	Iowa	Nation
1970	10.1%	15.1%
1980	11.5%	16.0%
1990	14.0%	17.9%

Source: *Challenging Trends: Indicators of Well-Being for Iowa Children.* 1992

Poverty by Age

Children are more likely to live in poverty than the population as a whole. In Iowa, the poverty rate among children is one-fourth higher than it is for senior citizens (65 and over) and over one-third higher than for working-age adults (18 to 64). Table 4 shows the Iowa and national poverty rates by age group for 1990.

TABLE 4

IOWA AND NATIONAL POVERTY RATES BY AGE GROUP, 1990

Age Group	Iowa	Nation
All Persons	11.5%	13.1%
Age 0-17	14.0%	17.9%
Age 18-64	10.3%	11.0%
Age 65 and over	11.2%	12.8%

Source: *Challenging Trends: Indicators of Well-Being for Iowa Children.* 1992

Low Birthweight

Low birthweight babies are significantly more likely than normal weight babies to experience various handicapping conditions and to require special education services or experience grade retention. In addition, the costs associated with low birthweight are significant. In 1990, the average medical costs for the birth of a low birthweight baby were $21,000, compared to $2,800, for a normal weight baby.

In 1991, Iowa ranked seventh best in the nation in the percent of low birthweight babies, with a rate of 5.7 percent, compared to 7 percent for the nation. However, Iowa's rate is increasing. Over the last decade, the number of Iowa infants born at low birthweights has increased by 18.8 percent, from 4.8 percent in 1982, to 5.7 percent in 1991. (Source: *Challenging Trends: Indicators of Well-Being for Iowa Children.* 1992)

Births to Unmarried Teens

In Iowa, the proportion of all births to unmarried teens (under the age of 20) has increased from 4.8 percent in 1982, to 7.8 percent in 1991, an increase of 62.5 percent. While Iowa's 1991 rate of 7.8 percent is below the national rate of 8.6 percent, Iowa's rate of increase is much above the national rate of increase. Unmarried teen mothers and their children have a high risk of living in poverty, resulting in poor child outcomes on health, educational and social factors. (Source: *Challenging Trends: Indicators of Well-Being for Iowa Children.* 1992)

Early Childhood Education

Since 1989, Iowa has made a major commitment to prevention of school failure by funding grants for innovative educational programs for young children and families considered to be "at-risk." Grants are awarded to public school districts, non-profit agencies and Head Start programs. During the 1992-93 school year, approximately 7,500 children were served by programs funded by these grants.

Table 5 shows the number of programs funded by this grant program and the total amount funded.

TABLE 5

EARLY CHILDHOOD PROGRAMS AND GRANTS

Year	Programs	Funding
1989-90	24	$1.2 million
1990-91	51	$4.6 million
1991-92	79	$5.75 million
1992-93	78	$5.34 million

Source: Iowa Department of Education

Goal 2:

By the year 2,000, the high school graduation rate will increase to at least 90 percent.

Although every state has laws requiring children and youth to attend school, nearly half a million American students leave school between grades 10 and 12 without completing the educational program. Numerous studies show that failure to complete high school seriously handicaps future economic status and productivity.

Percentage of Status Dropouts

Percentage of status dropouts represents the proportion of individuals at any given time who are not enrolled in school and who have not completed high school. In 1990, 11.2 percent of 16-through 19-year olds in the United States were status dropouts. Table 6 shows the final status with the lowest percentages of status dropouts for 1990 and the final status with the highest percentage.

TABLE 6

PERCENTAGE OF STATUS DROPOUTS, 16-19, 1990

State	Percent	Rank
North Dakota	4.3%	1
Minnesota	6.1%	2
Wyoming	6.3%	3
Iowa	6.5%	4
Wisconsin	6.9%	5
Florida	14.2%	47
California	14.3%	48
Arizona	14.3%	49
Nevada	14.9%	49
District of Columbia	19.1%	51
Nation	11.2%	

Source: *Dropout Rates in the United States*, 1991

GED

Persons who do not earn to a traditional high school diploma may earn a General Education Development Certificate (GED), which is equivalent to a diploma. The GED requires successful completion of tests of general knowledge and skill development in writing, social studies, science, mathematics, literature and the arts. Table 7 shows trends in the number of GED diplomas awarded to Iowa students age 16 to age 20.

TABLE 7

GED DIPLOMAS ISSUED TO IOWA 16-20 YEAR OLDS

Year	Number
1988	1,577
1989	1,777
1990	2,082
1991	2,284
1992	2,375

Source: Iowa Department of Education

Dropout Rate

The dropout rate represents those students within a given year who leave school for any reason except death or transferring to another school before graduating or completing a program of studies.

Iowa's dropout rate is low—2.3 percent in 1991-92, down slightly from 2.5 percent in 1990-91. The actual number of dropouts in 1991-92 was 4,783, compared to 5,030 in 1990-91 and 5,343 in 1985-86.

Minorities represent 15 percent of the total dropouts reported in 1991-92. Table 8 shows the percent of dropouts for the major racial/ethnic groups in Iowa as well as the percent of the total state enrollment each group represents.

TABLE 8

NUMBER AND PERCENT OF DROPOUTS BY ETHNIC GROUP, 1991-92

Ethnic Group	Number of Dropouts	Percent of Dropouts	Percent of Enrollment
White	4,049	84.65%	93.9%
African American	411	8.5%	2.9%
Hispanic	141	2.9%	1.4%
Asian	133	2.8%	1.4%
American Indian	49	1.0%	.4%

Source: Iowa Department of Education

In general, large Iowa school districts have higher dropout rates than do small districts. In 1991-92 nearly 85 percent of all dropouts were in districts with enrollments of 1,000 and above. Over 45 percent of all dropouts came from districts of 7,500 or more students. Table 9 shows total dropouts by district size category.

TABLE 9

TOTAL DROPOUTS BY DISTRICT SIZE CATEGORY 1991-92

Size Category	7	8	9	10	11	12	Total	% of Total	Dropout Rate
<250	0	0	3	3	4	5	15	.3	.5
250-399	1	2	11	27	17	35	93	1.9	.9
400-599	0	3	37	55	74	77	246	5.1	1.1
600-999	2	6	57	85	126	104	380	7.9	1.3
1,000-2,499	1	4	137	237	282	290	951	19.9	1.8
2,500-7,499	0	0	152	207	324	249	932	19.5	2.3
7,500+	9	21	502	504	627	503	2,166	45.4	4.4
State	13	36	899	1,118	1,454	1,263	4,703		2.3

Source: Iowa Department of Education

Since 1985-86, the highest dropout rate has been for grade 11. Table 10 shows the percent of dropouts for grades 7 through 12 for three years.

TABLE 10

DROPOUTS AS A PERCENT OF STUDENTS ENROLLED

Grade Level	1985-86	1990-91	1991-92
7	0.16%	0.05%	0.04%
8	0.31%	0.09%	0.10%
9	3.00%	3.24%	2.45%
10	3.04%	3.65%	3.29%
11	3.45%	4.38%	4.36%
12	3.44%	3.94%	3.99%
State	2.29%	2.49%	2.30%

Source: Iowa Department of Education

Dropout Prevention

The Code of Iowa provides financial incentives to school districts for operating dropout prevention programs. Since 1985, such programs have

increased from 10 to over 100. About 50 percent of Iowa's dropouts return to school and graduate because of these programs. In 1991, almost 9,000 dropouts and potential dropouts were served by Iowa dropout prevention programs.

Four Iowa cities developed model programs that coordinated school and community services to better serve students at risk of school failure. In 1992, over 4,000 students were served by these programs.

A number of Iowa school districts have established separate schools to meet the needs of students who are not successful in the regular high school and who are potential or actual dropouts as a result. These schools are known as alternative high schools, and students attend them by choice. For the 1993-94 school year, Iowa has 35 alternative high schools in 30 districts. Six of these are area-wide programs, involving multiple school districts cooperating with a community college to provide alternative educational opportunities for their students.

Goal 3:

By the year 2.000, American students will leave grades 4, 8 and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history and geography; and every school in America will ensure that all students learn to use their minds well so they may be prepared for responsible citizenship, further learning and productive employment.

Iowa schools have assessed student achievement through the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development for the past four decades. These two assessments yield comparative information on how the performance of Iowa students compares to that of other students in the state and the nation. In addition, enrollments in foreign language, Advanced Placement and Postsecondary Enrollment Options courses are presented as indicators of competency in challenging subject matter.

Iowa Tests of Basic Skills

In general, the midyear scores of Iowa students on the language skills section of the Iowa Tests of Basic Skills (ITBS) have steadily improved since 1985. These scores are shown in Table 11 as grade equivalents. For example, a grade equivalent of 38 indicates how a typical Iowa student completing the eighth month of grade 3 would score. Median reading scores are shown in Table 12, also in terms of grade equivalents. Achievement levels have been stable since 1985, fluctuating only slightly from year to year.

TABLE 11

IOWA MEDIAN MIDYEAR SCORES ON ITBS LANGUAGE SKILLS (1965 "BASE YEAR" GRADE EQUIVALENT SCORES)

Grade	1985	1986	1987	1988	1989	1990	1991	1992	1993
3	38.3	38.4	38.7	38.9	39.2	39.5	39.5	39.3	39.0
4	47.1	47.3	47.5	47.5	47.6	48.0	48.2	48.4	48.0
5	56.5	57.1	57.5	57.8	57.5	57.6	57.8	57.9	57.7
6	66.5	66.9	66.9	67.3	67.1	67.0	66.8	66.9	66.8
7	73.1	73.5	73.9	73.8	73.3	73.9	73.6	73.6	73.4
8	82.5	83.0	83.6	84.0	83.5	83.7	84.1	83.7	83.7

Source: Iowa Testing Programs, University of Iowa

TABLE 12

IOWA MEDIAN MIDYEAR SCORES ON ITBS READING (1965 "BASE YEAR" GRADE EQUIVALENT SCORES)

Grade	1985	1986	1987	1988	1989	1990	1991	1992	1993
3	38.5	38.8	39.0	39.1	39.0	39.1	39.0	38.5	38.0
4	46.4	46.6	46.7	46.7	46.6	46.6	46.3	46.4	46.1
5	55.1	55.5	56.1	56.4	56.0	56.0	55.8	55.7	55.7
6	64.5	64.8	65.1	65.5	65.1	65.0	64.8	64.5	64.5
7	72.6	72.9	73.4	73.8	73.2	73.6	73.2	72.7	72.5
8	80.3	80.7	81.3	81.5	81.1	81.3	81.4	81.0	81.2

Source: Iowa Testing Programs, University of Iowa

Iowa Tests of Educational Development

Iowa students' scores on the ITED social studies test are shown in Table 13. Scores for grades 9 and 11 are at all time highs, while scores for grade 10 are near that level. For all three grades, average scores are higher in 1992 than in 1985. Scaled scores on the ITED range from one to 30.

TABLE 13

MEAN IOWA ITED SCORES IN SOCIAL STUDIES

Grade	1985	1986	1987	1988	1989	1990	1991	1992
9	13.3	13.7	13.7	13.9	13.9	14.0	13.9	14.0
10	15.0	15.4	15.2	15.4	15.4	15.4	15.5	15.4
11	17.0	17.6	17.4	17.4	17.5	17.6	17.6	17.7

Source: Iowa Testing Programs, University of Iowa

Foreign Language Enrollment

Enrollment in foreign language courses has risen significantly since 1985-86. In 1992-93, 51 percent of Iowa students in grades 9 through 12 were enrolled in foreign language, compared to 30.8 percent in 1985-86, an increase of about 20 percent. Spanish and French had the highest enrollments in 1992-93. Table 14 shows foreign language enrollments by district size category for three years. Table 15 shows the estimated enrollment for 1992-93 for each language.

TABLE 14

FOREIGN LANGUAGE ENROLLMENT BY DISTRICT SIZE
1985-86, 1991-92 AND 1992-93

	1985-86		1991-92		1992-93	
		Estimated		Estimated		Estimated
District Size	No.	Percent*	No.	Percent*	No.	Percent*
<250	658	20.4	643	48.8	502	41.1
250-399	1,667	18.2	2,566	39.9	3,007	52.1
400-599	2,769	18.9	6,034	40.5	6,314	41.0
600-999	5,079	21.8	9,034	44.8	9,468	45.5
1,000-2,499	10,536	30.2	17,913	51.9	17,103	50.5
2,500-7,499	13,018	42.7	14,130	54.3	14,974	55.6
7,500+	13,064	35.9	19,150	59.1	19,357	55.9
State	46,791	30.8	69,470	51.2	70,725	51.0

Source: Iowa Department of Education
*Based on the percentage of 9-12 students in foreign language.

TABLE 15

ESTIMATED 9-12 ENROLLMENTS BY LANGUAGE, 1992-93

Spanish I-VI	49,980
French I-VI	13,088
German I-VI	5,949
Japanese I-V	672
Russian I-V	572
Latin I-V	297
Chinese I-II	85
Italian I-V	67
Norwegian I-II	15

Source: Iowa Department of Education

Advanced Placement Enrollment

The Advanced Placement (AP) Program, administered by The College Board, gives high school students the opportunity to demonstrate college-level achievement through a series of examinations. Local school districts may offer advanced-level courses to prepare students for the examinations; colleges and universities may grant college credit to students who achieve sufficiently high scores on the examinations.

The number of Iowa students taking the AP examinations has increased each year since 1988. The total is still low, however. Table 16 shows the number of Iowa students taking the examinations in 1988 through 1992 and the yearly increase.

TABLE 16

IOWA STUDENTS TAKING AP EXAMS, 1988-1992

Year	Number	Percent Increase
1988	1,059	—
1989	1,221	15.3
1990	1,797	47.2
1991	2,023	12.6
1992	2,289	13.1

Source: The College Board

Scores on the AP exams range from one to five. Table 17 shows the examination areas most frequently taken by Iowa students in 1992, except mathematics and science, the number of Iowa students taking that exam, the average Iowa score and the average national score.

TABLE 17

IOWA AP PARTICIPANTS BY EXAM AREA, 1992

Exam	No.	Iowa Average Score	National Average Score
English Literature and Composition	623	3.00	3.08
U.S. History	236	3.07	3.04
English Language and Composition	199	3.13	2.90
European History	137	3.23	3.11
Government and Politics U.S.	124	2.99	2.95
Economics Macro	54	3.78	3.12
Economics Micro	58	2.81	2.96

Source: The College Board

Postsecondary Enrollment Options Act

Since 1989, Iowa's 11th and 12th grade students have been able to enroll in postsecondary institutions while still enrolled in public high school through this act. It is intended to give students a wider range of academic and vocational/technical options. Participation is increasing. Table 18 shows the number of students enrolled by type of institution for 1991 and 1992.

TABLE 18

POSTSECONDARY ENROLLMENT OPTIONS ACT ENROLLMENTS, 1991 AND 1992

Postsecondary Institution	1991	1992
State University	64	107
Community College	763	1,612
Private 4-Year College	166	201
Private 2-Year College	6	10
Total	999	1,930

Source: Iowa Department of Education

Iowa Tests of Educational Development

The Iowa Tests of Educational Development (ITED) measures the academic growth of students in grades 9-12 in various areas, including quantitative thinking and natural science. Table 19 shows average Iowa ITED scores on quantitative thinking for 1988 through 1992. Table 20 shows natural science scores for the same period. Iowa's scores have steadily improved over the period.

TABLE 19

AVERAGE IOWA ITED SCORES, 1988-1992
QUANTITATIVE THINKING

Year	Grade 9	Grade 10	Grade 11
1988	13.7	15.2	17.4
1989	13.9	15.5	17.8
1990	14.1	15.6	18.0
1991	14.2	15.8	18.2
1992	14.4	16.0	18.2

Source: Iowa Testing Programs, University of Iowa

TABLE 20

AVERAGE IOWA ITED SCORES, 1988-1992
NATURAL SCIENCE

Year	Grade 9	Grade 10	Grade 11
1988	15.0	16.6	18.1
1989	15.2	16.8	18.3
1990	15.3	16.8	18.4
1991	15.3	16.9	18.5
1992	15.4	17.0	18.5

Source: Iowa Testing Programs, University of Iowa

Iowa Test of Basic Skills

The Iowa Tests of Basic Skills (ITBS) measures the academic growth of students in grades K-8 in various areas, including mathematics. Scores are reported as grade equivalents. For example, a grade equivalent of 36.6 indicates low a typical Iowa student completing the sixth month of grade 3 would score. Table 21 shows the median scores of Iowa students on the ITBS mathematics test from 1985 through 1992. The scores have steadily improved over the period and are at all-time highs for grades 3 and 4.

Goal 4:

By the Year 2,000, U.S. students will be the first in the world in mathematics and science achievement.

Most experts agree that U.S. achievement in mathematics and science has seriously declined in recent years and extensive reform is necessary if American students are to compete in a world economy and job market and keep up with the ever increasing pace of new technology.

Indicators that can be used to determine progress toward this goal include tests and assessments, including those presented in the "Student Achievement" section of this report, and enrollments in advanced courses.

TABLE 21

IOWA MEDIAN SCORES ITBS MATHEMATICS, 1985-1992

Year Ending	Grade Level 3	4	5	6	7	8
1985	36.6	44.9	52.8	61.8	71.3	80.1
1986	36.9	45.0	53.2	62.3	71.6	80.5
1987	37.4	45.3	53.6	62.6	72.0	80.8
1988	37.7	45.6	53.8	62.8	72.4	81.6
1989	37.8	45.7	54.0	63.1	72.0	81.4
1990	37.9	46.0	54.1	63.3	72.8	81.5
1991	37.9	45.9	54.1	63.2	72.8	82.0
1992	37.9	46.2	54.1	63.3	72.8	81.8
1993	32.9	45.9	54.1	63.4	72.4	81.7

Source: Iowa Testing Programs, University of Iowa

Advanced Placement

The scores of Iowa students who took the Advanced Placement examinations in mathematics and science during 1992, are shown in Table 22. Iowa students scored above the national average in Calculus AB, below the national average in Calculus BC, and above the national average in all three science areas. The score range on these tests is from one to five.

TABLE 22

IOWA AP SCORES IN MATHEMATICS AND SCIENCE, 1992

Exam Area	Number	Iowa Average Score	National Average Score
Calculus AB	292	3.59	3.06
Calculus BC	63	3.19	3.61
Biology	149	3.31	3.13
Chemistry	81	2.97	2.83
Physics B	88	3.39	2.81

Source: The College Board

Calculus Enrollment

Enrollment in calculus has increased significantly since 1985-86, as shown in Table 23. The percentages are based on the assumption that calculus is taken in grade 12.

Trigonometry Enrollment

Enrollment in trigonometry in 1992-93 was down 15 percent from the previous year. The actual enrollments for four years are shown in Table 24. The estimated percentages are based on the assumption that trigonometry is taken in grade 11.

Chemistry Enrollment

Enrollment in chemistry has steadily increased, reaching an all-time high in 1992-93. Table 25 shows the enrollments for four years. The estimated percentages are based on the assumption that chemistry is taken in grade 12.

TABLE 23

ENROLLMENT IN CALCULUS

Year	Number	Estimated Percent
1985-86	2,004	5.6
1990-91	2,574	8.3
1991-92	2,467	7.8
1992-93	3,528	10.7

Source: Iowa Department of Education

TABLE 24

ENROLLMENT IN TRIGONOMETRY

Year	Number	Estimated Percent
1985-86	5,107	9.2
1990-91	4,820	15.2
1991-92	4,984	15.0
1992-93	4,663	14.2

Source: Iowa Department of Education

TABLE 25

ENROLLMENT IN CHEMISTRY

Year	Number	Estimated Percent
1985-86	17,945	48.2
1990-91	19,329	61.0
1991-92	21,176	63.5
1992-93	22,521	67.9

Source: Iowa Department of Education

Physics Enrollment

Enrollment in physics has increased steadily since 1985-86, to an estimated 32.5 percent of 11th graders in 1992-93. Table 26 shows the numbers and estimated percentage of students enrolled for four years. The estimated percentages are based on the assumption that physics is taken in grade 11.

TABLE 26

ENROLLMENT IN PHYSICS

Year	Number	Estimated Percent
1985-86	9,051	24.3
1990-91	8,991	28.4
1991-92	9,723	32.5
1992-93	10,714	32.5

Source: Iowa Department of Education

Educational Attainment

FIGURE 1

NO HIGH SCHOOL DIPLOMA

Source: 1990 U.S. Census

According to the 1990 Census, more than 43 percent of Iowans age 18 and older have completed some college. About 19 percent have not received a high school diploma, compared to 22 percent nationally. Table 27 shows the educational attainment of Iowans age 18 and over.

TABLE 27

EDUCATIONAL ATTAINMENT OF IOWANS 18+

Less than 9th grade	8.12%
Some high school	11.27%
High school graduate, including GED	37.28%
Some college	10.03%
Associate degree	7.71%
Bachelor's degree	11.07%
Graduate/professional degree	4.52%

Source: 1990 U.S. Census

Goal 5:

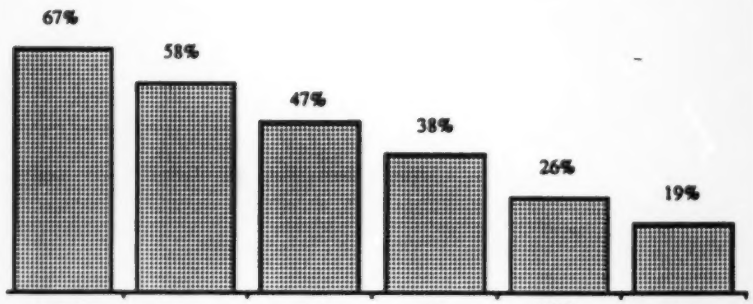
By the year 2,000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and experience the rights and responsibilities of citizenship.

According to *America 2,000: An Education Strategy*, 85 percent of the workforce of the year 2,000 is already in the workforce. In addition, three of four new jobs will require more than a high school education; workers with only high school diplomas will face declining incomes; and most workers will change their jobs 10 to 11 times during their lifetimes. All of these indicators enforce the need to increase and improve educational opportunities for adults of all ages.

The percent of Iowans age 18 and older without a high school diploma, or the equivalent, has decreased significantly from almost 50 percent in 1960 to 19 percent in 1990. The decrease is particularly noteworthy in light of the steady increase in the median age of the population and the trend for older people to have completed less formal education. Figure 2 shows the decrease since 1940.

FIGURE 2

IOWANS AGE 18+ WITHOUT A HIGH SCHOOL DIPLOMA



Source: Iowa Department of Education

Postsecondary Education Enrollment

Iowa's high school graduates are enrolling in postsecondary education and training programs in greater numbers than ever before. In 1990, 68.8 percent enrolled in postsecondary programs, compared to 61.3 percent in 1985 and 54.0 percent in 1980, according to statistics gathered by the Iowa Department of Education.

Literacy Attainment

Iowa adults demonstrated higher literacy levels than the national average in a major assessment of the literacy of the U.S. adults age 16 and older. Iowans also performed above the average for the Midwest, the highest scoring geographical region in the survey.

The National Adult Literacy Survey, conducted in 1992, defined literacy as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." The study assessed three kinds of literacy skills:

Prose Literacy—understanding and using information from texts such as editorials, news stories, poems and fiction.

Document Literacy—finding and using information in job applications, payroll forms, schedules, maps, tables and graphs.

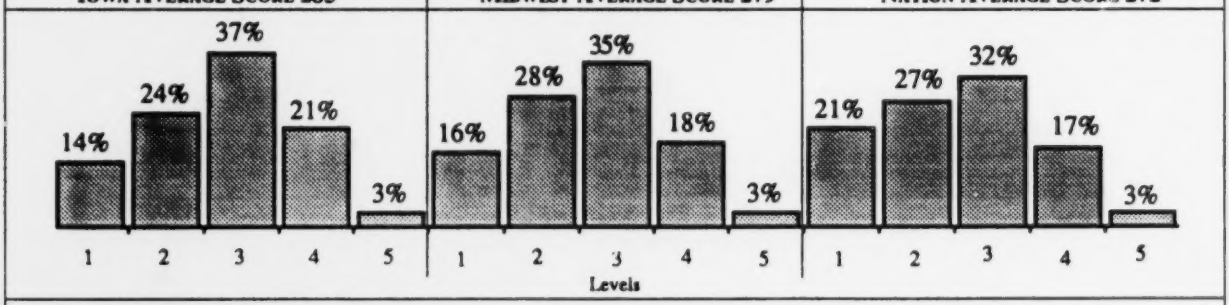
Quantitative Literacy—using numbers in printed materials in order to balance a checkbook, complete an order form and calculate interest or a tip.

Approximately 24 percent of Iowans scored at the top two proficiency levels in the three kinds of literacy skills assessed, compared to 19 percent nationally and 20 percent in the Midwest. Fewer Iowans, 15 percent, scored at the lowest proficiency level, compared to 22 percent nationally and 17 percent in the Midwest.

Figures 3-5 show the percent of Iowans scoring at each of the five proficiency levels on each of the three skills, with level one the lowest and level five the highest. Possible scores on each ranged from 0 to 500. Comparable information for the Midwest and the nation is also shown.

FIGURE 3

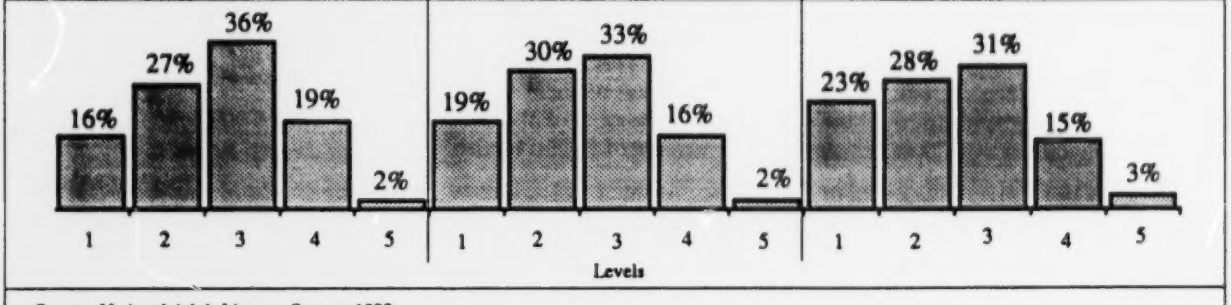
AVERAGE PROSE LITERACY PROFICIENCIES AND COMPARISONS



Source: National Adult Literacy Survey, 1992

FIGURE 4

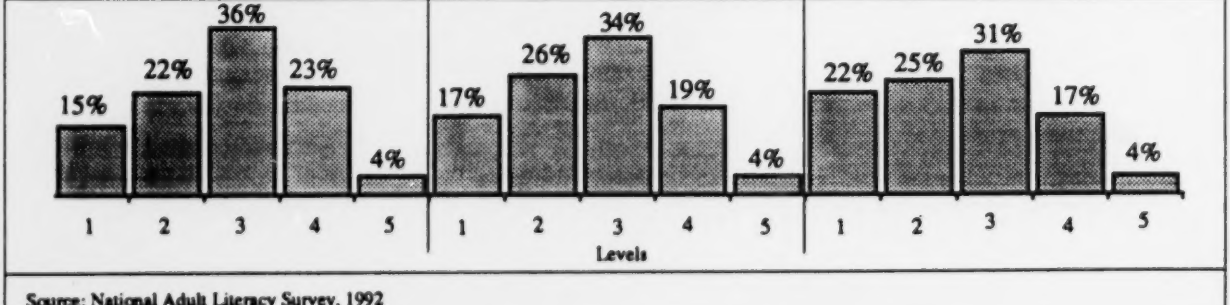
AVERAGE DOCUMENT LITERACY PROFICIENCIES AND COMPARISONS



Source: National Adult Literacy Survey, 1992

FIGURE 5

AVERAGE QUANTITATIVE LITERACY PROFICIENCIES AND COMPARISONS



Source: National Adult Literacy Survey, 1992

Educational Opportunities

Iowa has four major types of postsecondary educational institution: three state universities, 15 public community colleges, 28 private four-year colleges and universities, and 13 private primarily occupational institutions. Table 28 shows the 1992 enrollment at each, plus other enrollment information.

Table 28

ESTIMATED ENROLLMENTS 1992

State Universities		
Undergraduate		50,917
Graduate		14,854
Community Colleges		55,589
Private 4-Year		
Undergraduate		39,768
Graduate		3,785
Private 2-Year/Other		4,507
Professional		3,015
	Total	172,435
Undergraduate		150,781
Graduate /Professional		21,654

Source: Iowa College Student Aid Commission

Goal 6:

By the year 2,000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Substance Abuse Prevention

During 1991-92, almost 12,000 students and more than 4,000 parents participated in DARE, a drug abuse awareness and prevention program taught by law enforcement officers with the cooperation of local school districts. DARE is cosponsored by the Governor's Alliance on Substance Abuse, the Department of Education and the Department of Public Health.

In 1991-92, 414 of Iowa's 425 school districts participated in the federal Drug-Free Schools and Communities Program. Programs adopted include student assistance, peer helping and counseling, DARE, Quest, support groups, at-risk programs, gang prevention and intervention, conflict management, law-related education and juvenile court diversion.

Substance Use

The percent of Iowa Students who reported they do not use alcohol or marijuana has increased from 1984 to 1990. In 1990, 56.6 percent of students surveyed said they did not use alcohol; 93.9 percent said they did not use marijuana. Higher level of use for both substances were reported at each higher grade level. Table 29 shows the percent of alcohol use, by grade level, for three years. Table 30 shows the percent of marijuana use, by grade level, for the same years.

Less than one percent of any grade level reported using cocaine at any degree of use.

Over the last 20 years, the use of illicit drugs and the number of drug-related crimes in the United States have reached epidemic proportions. The public at large and students in particular consider the problem to be significant. The goal of safe, disciplined and drug-free schools is closely related to the other national goals.

Information related to Iowa's progress toward this goal is taken primarily from the *Iowa Study of Alcohol and Drug Behaviors and Attitudes Among Youth*, published by the Iowa Department of Education in 1991.

TABLE 29

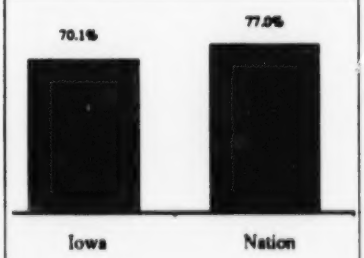
PERCENT OF ALCOHOL USE BY GRADE LEVEL 1984, 1987 AND 1990

		Degree of Use			
		Non use	Casual	Regular	Heavy
Grade 6	1984	80.4	14.8	3.9	0.9
	1987	83.3	12.8	2.8	0.8
	1990	87.9	8.5	2.6	0.6
Grade 8	1984	58.2	29.6	10.4	1.8
	1987	60.6	25.6	11.4	2.2
	1990	66.0	21.9	10.0	1.9
Grade 10	1984	34.4	31.7	27.7	6.3
	1987	37.7	26.7	25.9	6.8
	1990	41.7	28.6	24.2	5.4
Grade 12	1984	22.4	24.0	39.5	14.1
	1987	23.2	23.6	38.3	11.7
	1990	29.9	30.3	30.2	9.4
Total Sample	1984	47.7	25.4	21.0	6.0
	1987	50.7	23.6	20.0	5.5
	1990	56.6	22.4	15.6	4.3

Source: Iowa Department of Education

FIGURE 6

12TH GRADERS WHO USE ALCOHOL - 1990



Source: *The National Education Goals Report*, 1993.

TABLE 30

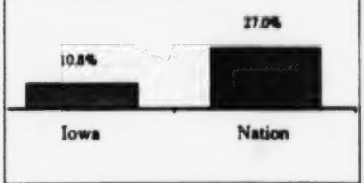
PERCENT OF MARIJUANA USE BY GRADE LEVEL 1984, 1987 AND 1990

		Degree of Use			
		Non use	Casual	Regular	Heavy
Grade 6	1984	98.8	0.4	0.4	0.4
	1987	98.9	0.5	0.2	0.2
	1990	98.7	0.3	0.4	0.2
Grade 8	1984	96.2	1.8	1.3	0.7
	1987	94.6	2.7	1.0	1.5
	1990	97.0	1.9	0.7	0.3
Grade 10	1984	89.1	4.9	3.4	2.6
	1987	87.0	5.7	3.8	3.5
	1990	90.7	4.4	2.4	2.5
Grade 12	1984	84.9	6.5	4.5	4.1
	1987	82.7	8.9	3.3	4.9
	1990	89.2	5.3	2.3	3.2
Total Sample	1984	92.0	3.5	2.5	2.0
	1987	90.7	4.5	2.1	2.6
	1990	93.9	2.9	1.5	1.5

Source: Iowa Department of Education

FIGURE 7

12TH GRADERS WHO USE MARIJUANA - 1990



Source: *The National Education Goals Report*, 1993.

Disciplined Environment

Teachers' perceptions of violence in the schools were reported in *The Digest of Education Statistics* in 1990. Thirty-five percent of Iowa teachers surveyed said violence against students was a problem, and 16 percent said violence against teachers was a problem. Comparable figures for the nation are 44 percent and 24 percent respectively.

A significant factor in maintaining a disciplined school environment is the behavior of students. A 1991 survey for the Department of Education asked a sample of students how often they had engaged in high-risk or disruptive behaviors during the previous month. Their responses are shown in Table 31

TABLE 31

HIGH-RISK BEHAVIORS BY FREQUENCY, 1991

High-Risk Behaviors	Never	1 or 2 Times	3 to 5 Times	6 or more Times
Skipped school or cut classes	84%	11	3	2
Purposely damaged/destroyed property	82%	14	2	2
Stole something worth more than $15	93%	5	1	1
Sold or distributed drugs	97%	1	1	1
Run away from home	90%	7	1	1
Fight someone physically	65%	24	5	5
Appear in court for committing a crime	93%	5	1	1
Break into a building to steal or damage something	94%	3	1	1
Attack someone with a weapon	95%	2	1	1
Use a weapon, force or threats to get something	95%	2	1	1

Source: Iowa Department of Education

Student Achievement

Standardized tests are one measure of student achievement. This section presents information on the achievement of Iowa students on a number of standardized tests and comparisons with other states and the nation. Also provided is information on attendance rates and postsecondary education rates.

Iowa Tests of Basic Skills (ITBS)

Iowa Testing Programs, University of Iowa, offers a voluntary testing program to Iowa school districts on an annual basis. The participation rate for Iowa schools is well over 95 percent. The Iowa Tests of Basic Skills (ITBS) measures academic growth in a number of areas in grades K-8.

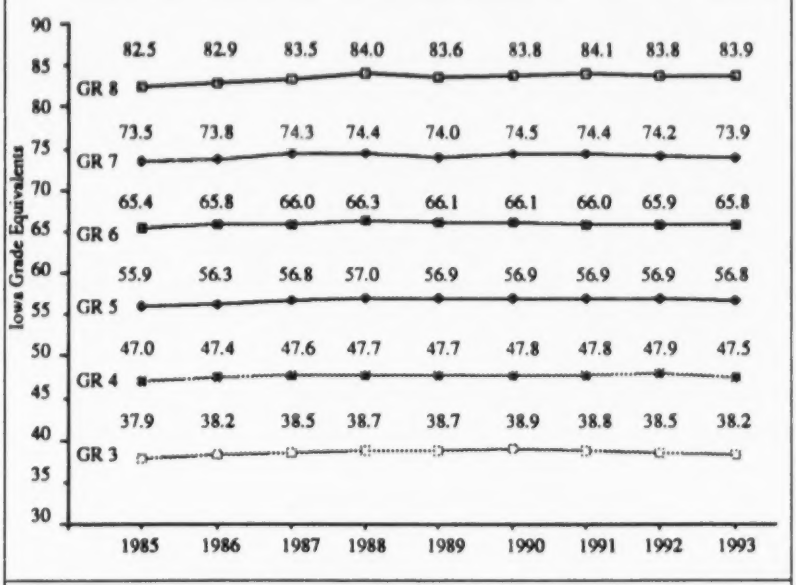
Scores presented for grades 3 through 8 are composite scores representing the average vocabulary, reading, language, work study and mathematics subtest scores. They reflect how typical pupils at various grade levels scored and do not reflect the performance of high and low scoring pupils.

The grade equivalent figures relate how pupils performed, based on grade level and the number of months in the grade. For example, a grade equivalent of 55 reflects how a typical Iowa pupil completing the fifth month of grade five would score.

Achievement on ITBS composite scores has steadily improved in general, through the 1980s and into the 1990s. Composite scores across grades 3 through 8 have been relatively stable and are at or near all time high levels.

FIGURE 8

IOWA ITBS COMPOSITE SCORES GRADES 3-8, 1985-1992
(IN TERMS OF 1965 "BASE YEAR" IOWA GRADE EQUIVALENTS)



Source: Iowa Testing Programs, University of Iowa

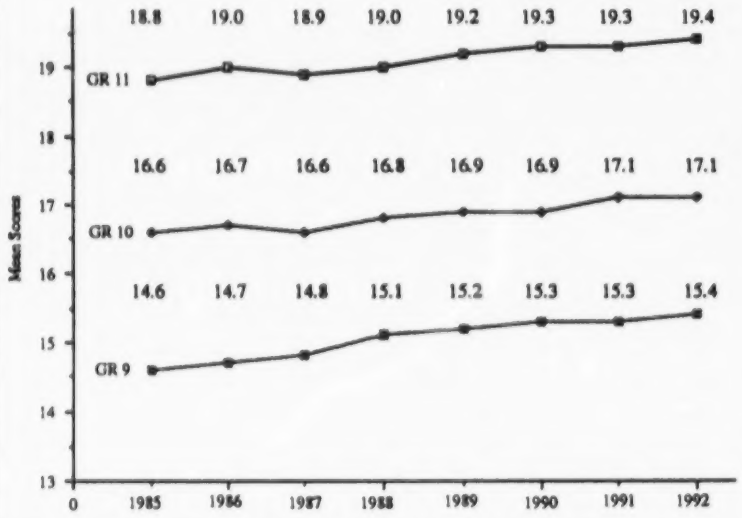
Iowa Tests of Educational Development (ITED)

The Iowa Tests of Educational Development (ITED) measures the academic growth of students in grades 9-12 in vocabulary, interpretation of literature, correctness and appropriateness of expression, quantitative thinking, analysis of social studies and science materials, and use of sources of information.

Average composite scores for Iowa students, shown in Figure 9, have increased steadily since 1987 and in 1992 are at all time highs.

FIGURE 9

MEAN ITED COMPOSITE SCORES GRADES 9-11*, 1985-1992



Source: Iowa Testing Programs, University of Iowa
*Twelfth grade omitted because of limited participation

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), conducted by the U.S. Department of Education, is the only nation-wide assessment of what American students know and can do in various subject areas. Since 1969, NAEP has periodically assessed reading, mathematics, science, writing, history, geography and other fields.

In 1992, NAEP assessed mathematics performance in grades 4 and 8 and reading performance in grades 4, 8 and 12. NAEP defines three levels of student achievement: basic, proficient and advanced.

As Tables 32, 33 and 34 show, in a state-by-state trial assessment, Iowa students performed above the national average in fourth and eighth grade mathematics and fourth grade reading. Table 35 shows that Iowa eighth graders performed at a somewhat higher level on the 1992 assessment than they did in 1990.

TABLE 32

1992 NAEP RESULTS 4TH GRADE MATHEMATICS

	Iowa	Nation
Average score*	229	217
Basic or above	74%	59%
Proficient or above	27%	18%
Advanced or above	3%	2%

Source: *NAEP 1992 Mathematics State Report for Iowa*
*of 500 possible

TABLE 33

1992 NAEP RESULTS 8TH GRADE MATHEMATICS

	Iowa	Nation
Average score*	283	266
Basic or above	81%	61%
Proficient or above	37%	23%
Advanced or above	5%	3%

Source: *NAEP 1992 Mathematics State Report for Iowa*
*of 500 possible

TABLE 34

1992 NAEP RESULTS 4TH GRADE READING

	Iowa	Nation
Average score*	227	216
Basic or above	70%	59%
Proficient or above	32%	25%
Advanced or above	5%	4%

Source: *NAEP 1992 Reading State Report for Iowa*
*of 500 possible

TABLE 35

COMPARISON OF 1990 AND 1992 IOWA NAEP RESULTS—8TH GRADE MATH

	1992	1990
Average Score*	283	278
Basic or above	81%	76%
Proficient or above	37%	30%
Advanced or above	5%	5%

Source: *NAEP 1992 Mathematics State Report for Iowa*
*of 500 possible

ACT

The ACT college entrance exam, administered by American College Testing, is designed to measure high school students' readiness for college-level work. The test has four parts: English, mathematics, reading and science reasoning. The highest possible score is 36.

Iowa students consistently score at or near the highest in the nation on the ACT. Approximately 60 percent of Iowa high school seniors take the test annually. Table 36 compares Iowa scores to national scores from 1986 to 1993.

TABLE 36

IOWA AND NATIONAL ACT COMPOSITE SCORES 1986-1993

Year	Iowa	Nation
1986	22.3	20.8
1987	22.0	20.8
1988	22.0	20.8
1989	21.8	20.6
1990	21.8	20.6
1991	21.7	20.6
1992	21.6	20.6
1993	21.8	20.7

Source: American College Testing

In 1993, Iowa students scored above the national average on all four subtests and the composite score of the ACT. Although American College Testing does not release state-by-state comparisons, Iowa's composite score in 1993 appears to be tied with Wisconsin as the highest in the nation. Table 37 shows Iowa's subtest scores compared with the national scores.

TABLE 37

ACT SUBTEST AND COMPOSITE SCORES, 1993

Subtest	Iowa	Nation
English	21.3	20.3
Mathematics	21.1	20.1
Reading	22.2	21.2
Science Reasoning	22.2	20.8
Composite	21.8	20.7

Source: American College Testing

ACT scores are closely related to the courses students take in high school Students who take a college preparatory program - four years of English and three years each of mathematics, social studies and natural sciences-score significantly higher than those who do not. Table 38 shows the 1993 ACT scores of students in Iowa and the nation who took a college preparatory program compared with those of students who did not. Table 39 shows three combinations of college preparatory courses and the Iowa and national scores of students who took those combinations of courses.

TABLE 38

COMPOSITE ACT SCORES OF STUDENTS WITH COLLEGE PREP PROGRAM COMPARED TO STUDENTS WITH LESS THAN COLLEGE PREP PROGRAM, 1993

	College Prep.			Less than College Prep.		
Year	No. Iowa Students Tested	Iowa	Nation	No. Iowa Students Tested	Iowa	Nation
1986-87	9,298	24.0	22.8	13,564	20.6	19.6
1987-88	10,700	24.0	22.7	12,821	20.4	19.4
1988-89	11,273	23.8	22.5	11,887	20.0	19.1
1989-90	11,738	23.5	22.3	9,761	19.8	19.1
1990-91	11,712	23.1	22.1	8,036	19.7	19.1
1991-92	12,476	23.0	22.0	8,071	19.6	19.1
1992-93	13,358	23.0	22.0	7,725	19.7	19.1

Source: American College Testing

TABLE 39

COMPOSITE ACT SCORES OF STUDENTS WHO HAVE THREE COMBINATIONS OF COLLEGE PREPARATORY COURSE - 1993

	Iowa	Nation
4 English, 3 Math, 3 Social Studies and 3 Natural Science	23.0	22.0
4 English, 3 Math, 2 Social Studies and 2 Natural Science	22.7	21.6
4 English, 2 Math, 2 Social Studies and 2 Natural Science	22.3	21.2

Source: American College Testing

Attendance Rates

Regular school attendance is considered essential for students' educational progress. Attendance rates in Iowa are high and have remained stable from 1985-86 to 1991-92. Table 40 shows the average attendance rates for school districts in the seven district size categories for both years.

TABLE 40

IOWA ATTENDANCE RATES 1985-86 AND 1991-92 BY DISTRICT SIZE CATEGORY

District Size	1985-86	1991-92
< 250	95.8%	95.8%
250-399	96.0%	96.1%
400-599	95.9%	95.8%
600-999	95.9%	96.0%
1,000-2,499	95.7%	95.4%
2,500-7,499	94.9%	95.2%
7,500 and over	94.4%	94.3%
State Average	95.3%	95.3%

Source: Iowa Department of Education

Postsecondary Education Rates

One indicator of student achievement is the pursuit of further education after high school graduation. 1991-92 data shows that 68.7 percent of Iowa high school graduates pursued some type of advanced education or training, an increase of more than seven percentage points since 1985-86. Table 41 shows the percent of graduates in each school district size category who pursued further education in both years.

TABLE 41

GRADUATES PURSUING POSTSECONDARY EDUCATION 1985-86 AND 1991-92

District Size	1985-86	1991-92
< 250	66.5%	65.0%
250-399	63.0%	71.5%
400-599	66.0%	72.1%
600-999	64.3%	70.1%
1,000-2,499	62.2%	68.4%
2,500-7,499	62.2%	67.7%
7,500 and over	54.3%	66.9%
State Average	61.4%	68.7%

Source: Iowa Department of Education

Enrollment

Enrollment Trends

In 1992-93, Iowa's public school enrollment increased for the fourth consecutive year, following a 20-year decline. The 1992-93 figure of 495,342 is an increase of over 18,500 since 1988-89. During the same period, enrollment in approved nonpublic schools decreased more than 2,100. Combined public and approved nonpublic enrollments have increased 1.1 percent since 1985-86.

Public school enrollment in Iowa is projected to be over 500,000 by 1994-95, with yearly increases continuing through 1997-98. Enrollment in approved nonpublic schools has decreased by almost 8 percent since 1985-86, and it is projected to continue to decline through 1997-98. Table 42 shows Iowa's actual public and approved nonpublic enrollments from 1985-86 through 1992-93. Table 43 shows projected public and nonpublic enrollments through 1997-98.

TABLE 42

PUBLIC AND NONPUBLIC SCHOOL ENROLLMENTS
1985-86 —1992-93

Year	Public	Nonpublic	Total
1985-86	485,676	49,026	534,702
1986-87	481,205	48,520	529,725
1987-88	478,859	47,228	526,087
1988-89	476,771	47,373	524,144
1989-90	478,210	46,033	524,243
1990-91	483,396	45,562	528,958
1991-92	491,059	45,865	536,924
1992-93	495,342	45,229	540,571

Source: Iowa Department of Education

TABLE 43

PROJECTED PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT
1992-93 — 1997-98

Year	Public	Nonpublic
1993-94	498,148	44,907
1994-95	502,496	44,693
1995-96	505,321	44,482
1996-97	507,150	44,353
1997-98	507,413	44,175

Source: Iowa Department of Education

Between 1985-86 and 1992-93, public school enrollment increases occurred in grades 2 through 8. Decreases occurred in the remaining grades. Table 44 shows public school enrollments by grade level for 1985-86, 1991-92 and 1992-93.

TABLE 44

PUBLIC SCHOOL ENROLLMENT BY GRADE LEVEL

Grade Level	1985-86	1991-92	1992-93	1991-92 to 1992-93 % Change	1985-86 to 1992-93 % Change
K	40,925	37,841	36,390	-3.83	-11.08
1	38,110	37,702	36,608	-2.90	-3.94
2	35,387	36,419	37,151	2.01	4.98
3	34,508	37,414	36,553	-2.30	5.93
4	32,977	37,134	37,644	1.37	14.15
5	33,327	37,897	37,389	-1.34	12.19
6	32,038	37,818	38,119	.80	18.98
7	32,653	36,755	38,613	5.06	18.25
8	35,136	35,449	36,839	3.92	4.85
9	39,688	36,745	37,094	.95	-6.54
10	39,337	34,019	35,656	4.81	-9.36
11	37,203	33,332	32,947	-1.16	-11.44
12	35,906	31,648	33,008	4.30	-8.07
Other	18,481	21,278	21,331	.25	15.42
Total	**485,676**	**491,451**	**495,342**	**.79**	**1.99**

Source: Iowa Department of Education

Distribution of Students

Iowa's public school districts are classified into seven size categories based on the number of their students. The smallest category is for districts with fewer than 250 students, and the largest is for districts of 7,500 and over. Table 45 shows a three-year comparison of the seven size categories, with the number and percent of districts in each category and the number and percent of students in each category.

TABLE 45

DISTRIBUTION OF PUBLIC SCHOOL STUDENTS BY DISTRICT SIZE — 1985-86, 1991-92 AND 1992-93

District Size	1985-86				1991-92				1992-93			
	Districts		Students		Districts		Students		Districts		Students	
<250	52	(11.9%)	10,124	(2.1%)	49	(11.5%)	8.569	(1.8%)	43	(10.3%)	8,655	(1.7%)
250-399	90	(20.6%)	29,060	(6.0%)	77	(18.1%)	24,647	(5.1%)	69	(16.5%)	22,269	(4.5%)
400-599	94	(21.5%)	46,544	(9.6%)	99	(23.3%)	48,911	(10.0%)	101	(24.1%)	50,239	(10.1%)
600-999	97	(22.2%)	72,595	(15.0%)	91	(21.4%)	68,531	(14.1%)	95	(22.7%)	71,790	(14.5%)
1,0000-2,499	72	(16.5%)	109,551	(22.5%)	78	(18.4%)	120,271	(24.7%)	78	(18.7%)	120,017	(24.3%)
2,500-7,499	24	(5.5%)	95,189	(19.6%)	23	(5.4%)	94,953	(19.5%)	23	(5.5%)	91,205	(18.4%)
7,500+	8	(1.8%)	122,269	(25.2%)	8	(1.9%)	120,353	(24.8%)	9	(2.2%)	131,167	(26.5%)
Total	**437**		**485,332**		**425**		**486,235**		**418**		**495,342**	

Source: Iowa Department of Education

Table 46

Minority Percent of Enrollment, 1990

	Percent	Rank
D.C.	96.1	1
Hawaii	77.4	2
New Mexico	57.8	3
California	54.4	4
Mississippi	51.7	5
Texas	50.4	6
Louisiana	46.8	7
South Carolina	42.2	8
Maryland	38.9	9
Florida	38.1	10
Alabama	37.2	11
Arizona	36.9	12
New Jersey	34.8	13
Illinois	34.3	14
New York	33.8	15
North Carolina	33.5	16
Alaska	32.5	17
Delaware	32.0	18
Nevada	25.8	19
Oklahoma	25.8	19
Arkansas	25.5	21
Connecticut	25.1	22
Colorado	24.7	23
Tennessee	23.7	24
Michigan	21.7	25
Massachusetts	19.0	26
Washington	17.9	27
Pennsylvania	17.6	28
Ohio	16.7	29
Rhode Island	16.3	30
Kansas	14.8	31
Wisconsin	14.5	32
Indiana	13.7	33
Montana	11.3	34
Oregon	11.2	35
Kentucky	10.2	36
Nebraska	10.0	37
Minnesota	9.8	38
Wyoming	9.6	39
North Dakota	8.6	40
Utah	7.4	41
Iowa	5.8	42
West Virginia	4.4	43
New Hampshire	3.0	44
Vermont	2.0	45
Georgia	*	
Idaho	*	
Maine	*	
Missouri	*	
South Dakota	*	
Virginia	*	

Source: *Report Card on American Education*, American Legislature Exchange Council.
*DID NOT REPORT

Approved Nonpublic Schools

During the 1992-93 school year, there were 214 approved nonpublic schools in Iowa, down from 230 in 1985-86. Enrollment information reported to the Iowa Department of Education for 1992-93, indicated that 32 offered programs for grades 9 through 12. The largest enrollment in these schools was 1,059, and the smallest was 18.

Ethnic Distribution

Iowa ranks low compared to the other states in its number and percent of ethnic minority students. Table 46, based on 1990 figures from the U.S. Department of Education, shows the states and the District of Columbia in rank order based on their percent of public school minority students.

Minority enrollment in Iowa's public schools was 6.2 percent in 1992-93, up from 4.7 percent in 1985-86 and 6.1 percent in 1991-92. From 1985-86 to 1992-93, the greatest increase was 80.4 percent for Hispanics, followed by increases of 64.2 percent for American Indians, 31.5 percent for Asians and 17.9 percent for Afro-Americans. Table 47 shows Iowa's public school enrollment by ethnic group since 1985-86 and the percent of change.

Table 47

Public School Enrollments by Ethnic Group — 1985-86, 91-92 & 92-93

	1985-86		1991-92		1992-93			
	Number	Percent	Number	Percent	Number	Percent	% Change 91-92 to 92-93	% Change 85-86 to 92-93
Am. Ind.	1,090	.2	1,772	.4	1,790	.4	1.0	64.2
Hispanic	4,069	.8	6,739	1.4	7,342	1.5	8.9	80.4
Asian	5,310	1.1	6,778	1.4	6,985	1.4	3.1	31.5
Afro-Am.	12,308	2.5	14,415	2.9	14,512	2.9	.7	17.9
White	462,555	95.3	461,659	93.9	463,593	93.8	.4	.2

Source: Iowa Department of Education

In Iowa's nonpublic schools, minority enrollment in 1992-93 was 3.4 percent, up from 2.5 percent in 1985-86. Since 1985-86, enrollment increased 67.8 percent for Afro-American students, 29.9 percent for Asians and 21.6 percent for Hispanics. Enrollments for American Indian and White students decreased 2.4 percent and 5.5 percent, respectively. Table 48 shows the number and percent of nonpublic students by ethnic-group for three years.

Table 48

Nonpublic School Enrollments by Ethnic Group -1985-86, 91-92 & 92-93

	1985-86		1991-92		1992-93			
	Number	Percent	Number	Percent	Number	Percent	% Change 91-92 to 92-93	% Change 85-86 to 92-93
Am. Ind.	42	.1	41	.1	41	.1	0	-2.4
Hispanic	527	1.1	618	1.3	641	1.4	3.7	21.6
Asian	344	.7	434	.9	447	.9	3.0	29.9
Afro-Am.	273	.6	409	.9	458	1.0	12.0	67.8
White	48,372	97.6	46,288	96.8	45,708	96.6	-1.3	-5.5

Source: Iowa Department of Education

Teacher Characteristics

In 1992-93, the average Iowa public school teacher was a white female, almost 42 years old, with a bachelor's degree, 15 1/2 years of experience and an average salary of $30,124. Tables 49 through 53 show average age, distribution of males and females, ethnic distribution, formal education and years of experience for public and nonpublic teachers for three years.

Table 49

Average Age of Public and Nonpublic Teachers

Year	Public	Nonpublic
1985-86	40.00	36.60
1991-92	41.60	37.70
1992-93	41.85	38.07

Source: Iowa Department of Education

Table 50

Public and Nonpublic Teachers by Gender

	Public		Nonpublic	
Year	Female	Male	Female	Male
1985-86	62.8%	37.2%	77.5%	22.5%
1991-92	66.7%	33.3%	78.2%	21.8%
1992-93	66.9%	33.1%	78.8%	21.2%

Source: Iowa Department of Education

Table 51

Percent of Minority and Nonminority Teachers

	Public		Nonpublic	
Year	Minority	Nonminiority	Minority	Nonminority
1985-86	1.16	98.84	.52	99.48
1991-92	1.35	98.65	.70	99.30
1992-93	1.40	98.60	.70	99.30

Source: Iowa Department of Education

Table 52

Advanced Degrees of Full-time Teachers

Year	Public	Nonpublic
1985-86	28.90%	16.00%
1991-92	28.30%	12.00%
1992-93	27.96%	11.90%

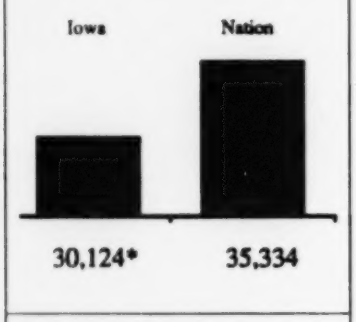
Source: Iowa Department of Education

Staff

Over 42,000 full- and part-time staff provided either direct or indirect instructional support in Iowa's public and nonpublic schools and area education agencies in 1992-93. Although all positions contribute to the educational process, this report profiles only teachers, principals and superintendents. Also included is information on class size and ratio of students to teachers and to instructional aides.

FIGURE 10

AVERAGE TEACHER'S SALARY
1992-93



*Does not include Phase III funds

TABLE 53

TEACHER'S AVERAGE YEARS OF EXPERIENCE IN EDUCATION

Year	Public	Nonpublic
1985-86	14.30	11.00
1991-92	15.40	11.20
1992-93	15.69	11.45

Source: Iowa Department of Education

Teacher Salaries

Average teacher salaries in Iowa's public schools increased from $21,690 in 1985-86 to $29,196 in 1991-92 and to $30,124, not including Phase III funds, in 1992-93. For all three years, salaries were directly related to district size. Table 54 shows average salaries for three years by district size and the percent of increase. Table 55 shows the Iowa and national average teacher salary, along with the 10 states with the highest average salary and the 10 with the lowest salary.

TABLE 54

AVERAGE SALARY OF FULL-TIME PUBLIC SCHOOL TEACHERS BY DISTRICT SIZE

District Size	Average Salary			Percent Increase	
	1985-86	1991-92*	1992-93*	1985-86 to 1992-93	1991-92 to 1992 -93
<250	$16,347	$23,143	$23,579	44.2	1.9
250-399	17,971	24,643	25,286	40.7	2.6
400-599	19,198	26,129	26,856	39.9	2.8
600-999	20,079	27,146	27,960	39.3	3.0
1,000-2,499	21,616	29,165	30,056	39.1	3.1
2,500-7,499	23,835	32,027	32,790	37.6	2.4
7,500+	24,041	31,762	32,776	36.3	3.2
State Average	$21,690	$29,196	$30,124	38.9	3.2

Source: Iowa Department of Education
*Does not include Phase III funds

Principal Characteristics

The average Iowa public school principal is a white male, almost 48 years old, with an advanced degree, over 22 years of experience in education and an average salary of $48,541. Tables 56 through 60 show average age, distribution of males and females, ethnic distribution, formal education and years of experience for public and nonpublic principals for three years.

TABLE 56

AVERAGE AGE OF PUBLIC AND NONPUBLIC PRINCIPALS

Year	Public	Nonpublic
1985-86	46.60	46.00
1991-92	46.90	46.90
1992-93	47.21	47.05

Source: Iowa Department of Education

TABLE 57

PUBLIC AND NONPUBLIC PRINCIPALS BY GENDER

	Public		Nonpublic	
Year	Female	Male	Female	Male
1985-86	8.7%	91.3%	49.5%	50.5%
1991-92	16.5%	83.5%	43.6%	56.4%
1992-93	18.3%	81.7%	44.0%	66.0%

Source: Iowa Department of Education

TABLE 58

PERCENT OF MINORITY AND NONMINORITY PRINCIPALS

	Public		Nonpublic	
Year	Minority	Nonminiority	Minority	Nonminority
1985-86	1.6	98.4	0	100.0
1991-92	2.6	97.4	.6	99.4
1992-93	2.9	97.1	.7	99.3

Source: Iowa Department of Education

TABLE 59

ADVANCED DEGREES OF FULL-TIME PRINCIPALS

Year	Public	Nonpublic
1985-86	98.90%	97.70%
1991-92	99.12%	92.10%
1992-93	98.82%	92.05%

Source: Iowa Department of Education

TABLE 55

AVERAGE TEACHER SALARIES 1992-93

	Nation	$35,000
1.	Connecticut	48,843
2.	Alaska	45,728
3.	New York	44,999
4.	Michigan	43,604
5.	New Jersey	42,680
6.	Pennsylvania	41,215
7.	California	40,221
8.	Maryland	38,753
9.	Dist. of Columbia	38,702
10.	Illinois	38,702
34.	Iowa	30,124
42.	Arkansas	27,598
43.	Alabama	27,490
44.	Idaho	27,011
45.	Utah	26,997
46.	Oklahoma	26,529
47.	New Mexico	26,464
48.	Louisiana	26,074
49.	North Dakota	25,211
50.	Mississippi	24,367
51.	South Dakota	24,289

Source: National Education Association
Rankings of the States, 1993

Table 60

Principal's Average Years of Experience in Education

Year	Public	Nonpublic
1985-86	21.9	21.5
1991-92	22.3	21.6
1992-93	22.6	22.1

Source: Iowa Department of Education

Principal Salaries

The average salary of public school principals was $35,313 in 1985-86, $44,644 in 1991-92 and $48,541 in 1992-93. The national average high school, middle school and elementary school principal's salaries in 1992-93 were $63,054, $58,620 and $54,905 respectively, according to the National Association of Secondary Principals. Like teacher's salaries, principal's salaries were directly related to district size. Table 61 shows principal's salaries by district size for three years.

Table 61

Average Salaries of Full-Time Public School Principals by District Size

District Size	Average Salary 1985-86	Average Salary 1991-92*	Average Salary 1992-93*	Percent Increase 1985-86 to 1992-93	Percent Increase 1991-92 to 1992 -93
<250	$26,399	$34,791	$35,868	3.1	35.9
250-399	28,387	38,311	39,353	2.7	38.6
400-599	31,095	40,769	41,998	3.0	35.1
600-999	33,428	43,881	45,656	4.1	36.6
1,000-2,499	36,427	48,748	49,982	2.5	37.2
2,500-7,499	39,465	53,417	54,609	2.2	38.4
7,500+	39,584	53,125	55,013	3.6	39.0
State Average	$35,313	$46,996	$48,541	3.3	37.5

Source: Iowa Department of Education

Table 62

Average Age of Public Superintendents

1985-86	48.70
1991-92	49.90
1992-93	50.01

Source: Iowa Department of Education

Superintendent Characteristics

The average Iowa public school superintendent is a 50-year-old white male, with an advanced degree, almost 25 years of experience in education, and a salary of $58,614.

Tables 62 through 65 show average age, distribution of males and females, ethnic distribution, formal education and years of experience for public superintendents for three years. Nonpublic superintendents are excluded because of the very small number reported.

Table 63

Public Superintendents by Gender

	Female	Male
1985-86	1.6%	98.4%
1991-92	3.2%	96.8%
1992-93	3.2%	96.8%

Source: Iowa Department of Education

Table 64

Percent of Public Superintendents with Specialist or Doctorate Degrees

1985-86	1.6
1991-92	2.6
1992-93	2.9

Source: Iowa Department of Education

Table 65

Superintendents' Average Years of Experience in Education

1985-86	23.6
1991-92	24.6
1992-93	24.9

Source: Iowa Department of Education

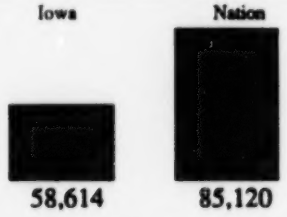
Superintendent Salaries

The average salary of public superintendents in Iowa was $40,710 in 1985-86, $56,435 in 1991-92 and $58,614 in 1992-93.

Like the salaries of teachers and principals, the salaries of Iowa superintendents were directly related to district size. Table 66 shows the average Iowa superintendent's salary by district size for three years.

FIGURE 11

AVERAGE SUPERINTENDENT'S SALARY 1992-93



Pupil-Teacher Ratios

Iowa's pupil-teacher ratio for grades K through 12 has changed little since 1985-86. It was 16.6:1 in 1985-86, 16.3:1 in 1991-92 and 16.7:1 in 1992-93. The national pupil-teacher ratio for 1992-93 was 17.3:1, according to *Rankings of the States*.

TABLE 66

AVERAGE SALARIES OF FULL-TIME PUBLIC SCHOOL SUPERINTENDENTS BY DISTRICT SIZE

District Size	Average Salary 1985-86	1991-92	1992-93	Percent Increase 1991-92 to 1992-93	1985-86 to 1992 -93
<250	$33,597	$46,174	$47,334	2.5	40.9
250-399	34,060	47,545	49,110	3.3	44.2
400-599	39,213	51,971	53,495	2.9	36.4
600-999	41,482	54,855	57,189	4.3	37.9
1,000-2,499	47,288	62,667	64,591	3.1	36.6
2,500-7,499	55,110	75,752	77,058	1.7	39.8
7,500+	62,235	86,295	90,908	5.4	46.1
State Average	$40,710	$56,435	$58,614	3.9	44.0

Source: Iowa Department of Education

Table 67 shows the national and Iowa pupil-teacher ratio for 1992-93, along with the 10 states with the lowest ratios and the 10 with the highest.

Table 68 shows the Iowa pupil-teacher ratio by district size category for three years.

TABLE 67

AVERAGE PUPIL-TEACHER RATIOS, 1992-93

	Nation	**17.3:1**
	Iowa	**15.7:1**
1.	Dist. of Columbia	11.9:1
2.	New Jersey	13.6:1
	Vermont	13.6:1
4.	Maine	14.0:1
5.	Connecticut	14.2:1
6.	New York	14.6:1
7.	Nebraska	14.8:1
	Rhode Island	14.8:1
9.	Massachusetts	15.0:1
10.	North Dakota	15.2:1
42.	Colorado	18.3:1
43.	Florida	18.4:1
44.	Tennessee	18.6:1
	Nevada	18.6:1
46.	Arizona	19.1:1
47.	Idaho	19.6:1
48.	Michigan	19.7:1
49.	Washington	20.2:1
50.	Utah	23.8:1
51.	California	24.1:1

Source: *Rankings of the States*, 1993

TABLE 68

AVERAGE IOWA PUPIL-TEACHER RATIO BY DISTRICT SIZE

District Size	1985-86	1991-92	1992-93
<250	10.3:1	11.0:1	11.0:1
250-399	13.0:1	12.9:1	13.4:1
400-599	14.3:1	13.9:1	14.4:1
600-999	15.5:1	15.5:1	15.9:1
1,000-2,499	16.6:1	16.8:1	16.9:1
2,500-7,499	18.6:1	19.0:1	19.4:1
7500+	19.5:1	17.3:1	17.8:1

Source: Iowa Department of Education

Instructional Aides

The number of instructional aides in public schools has increased from 2,668.6 in 1985-86 to 4,043 in 1992-93, an increase of 51.5 percent. The ratio of aides to pupils has decreased substantially since 1985-86. Table 69 shows the number of aides for both years, the pupil-aide ratio for 1992-93 and percent increase.

TABLE 69

INSTRUCTIONAL AIDES IN PUBLIC SCHOOLS

District Size	1985-86	1992-93	Pupil-Aide Ratio 1992-93	Percent Increase in No. of Aids 1985-86 to 1992-93
<250	40.1	59.6	135.8:1	50.1
250-399	124.2	168.0	133.8:1	35.3
400-599	167.5	268.7	185.7:1	60.4
600-999	249.1	392.2	175.7:1	57.4
1,000-2,499	605.9	972.6	119.2:1	60.5
2,500-7,499	625.7	977.8	98.2:1	56.3
7,500+	856.1	1,204.1	106.6:1	40.6
State	2,668.6	4,043.0	121.1:1	51.5

Source: Iowa Department of Education

Class Size

In the fall of 1992, the Department of Education conducted a study to determine the average class size for K-6 self-contained classrooms and for 9-12 courses in subjects required by state standards.

Table 70 shows estimates of class size by enrollment size category. In addition to estimating class size in elementary grades, class size estimates for selected subjects were: Algebra (20.8), Chemistry (17.9), 9th grade English (21.4), American History (13.1), P.E. (24.9), Spanish I (21.3) and Industrial Arts (12.0).

TABLE 70

AVERAGE CLASS SIZES BY DISTRICT ENROLLMENT SIZE CATEGORY

Grade Level	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State
K	13.8	20.4	18.9	20.1	20.6	22.5	21.8	20.7
1	15.0	19.8	19.4	20.5	20.9	23.0	21.9	21.0
2	14.8	19.7	19.3	20.6	22.3	23.1	21.9	21.3
3	14.8	20.5	19.6	22.0	23.0	24.4	23.1	22.3
4	16.1	21.0	20.8	22.6	23.0	24.8	23.7	22.8
5	17.6	20.3	21.1	22.7	23.4	25.1	23.7	22.9
6	16.3	22.3	20.9	23.5	25.1	25.3	25.5	23.5

Source: Iowa Department of Education. *A Study of Class Size in Iowa Public Schools 1992-1993*. 1993.

Iowa law requires all public school districts to annually teach a minimum of 43 year-long courses, called "units," in grades 9 through 12. The current unit requirements for each curriculum area are English/language arts - 6; mathematics - 6; science - 5; social studies - 5; foreign language - 4; vocational education - 12; health - 1; physical education -1; and fine arts - 3.

In order to be classified as "approved," nonpublic schools must also meet minimum units and other requirements. Their unit requirements are the same as for public districts, except that nonpublic schools are required to teach a minimum of 5 units of vocational education.

Two general trends are evident in the data about average curriculum units: the average number of units taught in each major curriculum area has steadily increased since 1985-86 and the average number of units taught increased as the district size increased.

Table 71 shows the increase in units taught by public districts since 1985-86. Table 72 shows the average units taught by enrollment size category for 1992-93. Data on vocational education units is not available; therefore, data on that area and on total unit offerings are not presented.

TABLE 71

AVERAGE UNITS TAUGHT BY PUBLIC DISTRICTS

Area	1989-90 Min. Standard	Average Units 85-86	Average Units 91-92	Average Units 92-93	% Change 85-86 to 92-93
English/Language Arts	6	6.9	8.0	8.1	17.4
Mathematics	6	7.2	8.1	8.1	12.5
Science	5	5.6	6.3	6.3	12.5
Social Studies	5	4.9	5.7	5.8	18.4
Foreign Language	4	3.6	5.4	5.5	52.8

Source: Iowa Department of Education

TABLE 77

AVERAGE UNITS TAUGHT BY PUBLIC DISTRICTS, 1992-93 BY DISTRICT SIZE CATEGORY

Area	District Size <250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+
English/Language Arts	6.3	6.7	6.7	7.2	8.8	13.0	22.8
Mathematics	7.4	7.1	7.2	7.5	8.9	11.1	14.2
Science	5.8	5.5	5.8	5.9	6.5	9.3	11.2
Social Studies	5.3	5.3	5.2	5.4	5.9	7.8	11.1
Foreign Language	4.4	4.4	4.0	4.5	6.5	10.7	18.8

Source: Iowa Department of Education

Subject Area Units

English/Language Arts. Average units increased from 6.9 in 1985-86 to 8.1 in 1992-93, up slightly from the previous year. The range in average units taught across size categories was 16.5, and increased units were evident with increases in enrollment categories. Statewide, average units in English/language arts increased 17.4 percent from 1985-86 to 1992-93.

Mathematics. Average units statewide increased from 7.2 in 1985-86 to 8.1 in 1992-93, an increase of 12.5 percent. In 1992-93, districts with enrollments of 250 to 399 taught an average of 7.1 units of mathematics; by contrast, districts of 7,500 and above taught 14.2 units.

Science. Average science units increased 12.5 percent, from 5.6 in 1985-86 to 6.3 in 1992-93. In 1992-93, the range of units across size categories was 5.7, and the average units taught rose with increases in district size.

Social Studies. Statewide, average units rose from 4.9 in 1985-86 to 5.8 in 1992-93, an 18.4 percent increase. Average units varied from 5.2 in districts with enrollments of 400 to 599 to 11.1 in districts of 7,500 and above. Statewide, average units did not increase from 1991-92 to 1992-93.

Foreign Language. In 1989-90, the foreign language requirement increased to four units. As a result, average units in 1992-93 were 5.5, compared to 3.6 in 1985-86. The range in units across district size categories was 6.6, from an average of 4.1 in districts under 250 enrollments to 10.7 in districts of 7,500 and above.

Finance

School districts and area education agencies (AEAs) in Iowa are primarily funded through state aid and local property taxes. The budgets of both school districts and AEAs are basically determined by the number of students in the districts multiplied by a district cost per pupil. In districts where enrollments are declining, the districts' budgets are guaranteed to be at the same level as the prior year. Some local flexibility is given to districts to increase their budgets by either board action or through referendums. Income surtaxes may be used as a method of funding part of the discretionary funding in districts. Area education agencies do not have taxing authority and receive their funding on a "flow-through" basis from districts.

State foundation aid is provided to all districts to equalize property tax rates, provide property tax relief, and provide funding for education. Each district's assessed valuation determines the amount of state aid it will receive. The higher the assessed valuation the lower the state aid. In addition to the state aid, property taxes, and income surtaxes, districts also receive federal funds. Approximately 2.6 percent of total school district budgets are derived from direct or indirect federal aid.

Total School Expenditures

The majority of school revenues and expenditures are accounted for through what is called the "operating fund." Total operating fund expenditures for public school districts in 1991-92 were $2.1 billion, up from about $1.5 billion in 1985-86.

Per Pupil Expenditures

In 1991-92, the average per pupil expenditure in Iowa public school districts was $4,253, up from $3,032 in 1985-86. This is an increase, statewide, of 40.3 percent. In 1991-92, these expenditures ranged from a high of $5,305 in districts of 250 and fewer students to a low of $4,077 in districts of 1,000 to 2,499 students. Table 73 shows average per pupil expenditures for three years and the percent of increase by district size.

TABLE 73

AVERAGE PER PUPIL EXPENDITURES

District Size	1985-86	1990-91	1991-92	Percent Increase 1985-86 to 1991-92
<250	$3,489	$4,889	$5,305	52.1
250-399	3,105	4,380	4,647	49.7
400-599	3,102	4,121	4,311	42.7
600-999	2,975	4,012	4,142	39.2
1,000-2,499	2,935	3,920	4,077	38.9
2,500-7,499	3,005	3,900	4,137	37.7
7,500+	3,122	4,198	4,378	40.2
State Average	**3,032**	**4,067**	**4,253**	**40.3**

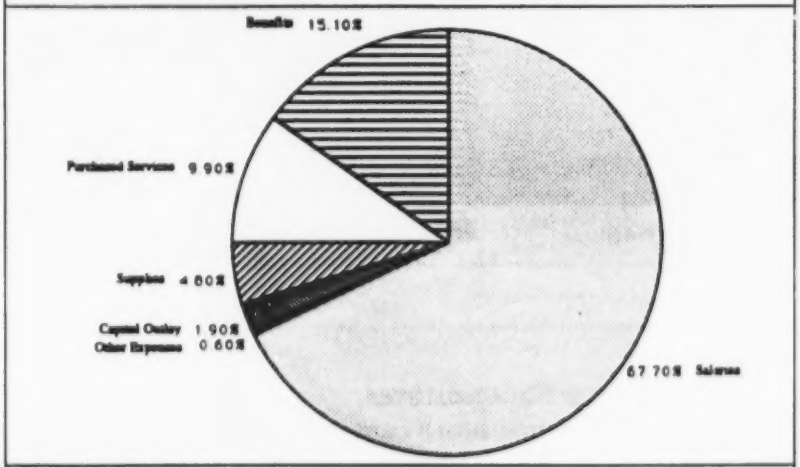
Source: Iowa Department of Education

Operating Fund Expenditures

The major categories of expenditures from districts' operating funds are salaries, benefits, purchased services, supplies, capital outlay and "other expenses," such as property taxes, interest, dues and fees. Figure 12 shows the percent of these categories for 1992-93. Table 74 shows the percent of these categories for three years. Table 75 shows 1991-92 expenditure categories as a percent of total operating expenditures by district size category.

FIGURE 12

EXPENDITURES BY CATEGORY AS A PERCENT OF TOTAL OPERATING EXPENDITURES, 1991-92



Source: Iowa Department of Education

TABLE 74

EXPENDITURES BY CATEGORY AS A PERCENT OF TOTAL FOR THREE YEARS

Category	1985-86	1990-91	1991-92
Salaries	68.1	67.9	67.7
Benefits	12.9	14.6	15.1
Purchased Services	9.9	9.7	9.7
Supplies	5.7	5.1	4.8
Capitol Outlay	2.6	2.2	1.9
Other Expenses	.8	.5	.6

Source: Iowa Department of Education

TABLE 75

EXPENDITURES BY CATEGORY AS A PERCENT OF TOTAL BY DISTRICT SIZE, 1992-93

Category	<250	250-399	400-599	600-999	1,000-2,499	2,500-7,499	7,500+	State Average
Salaries	59.4	61.9	65.7	66.0	69.1	69.1	69.3	67.9
Benefits	11.9	13.1	13.8	14.4	14.8	15.7	16.7	15.1
Purchased Services	22.3	16.6	12.0	11.0	8.8	8.4	7.8	9.9
Supplies	5.8	5.9	5.8	5.7	5.0	4.0	3.9	4.8
Capital Outlay	1.9	2.2	2.4	2.5	2.1	2.0	1.2	1.9
Other Expenses	.7	.3	.4	.4	.2	.8	1.1	.6

Source: Iowa Department of Education

Instructional Expenditures

Expenditures for instruction were 68.3 percent of operating fund expenditures in 91-92, compared to 67.7 percent in 1990-91 and 65.3 percent in 1985-86. The 1991-92 percent was quite consistent statewide. Table 76 shows the percent of expenditures for instruction for three years by district size.

TABLE 76

INSTRUCTIONAL EXPENDITURES AS A PERCENT OF TOTAL

District Size	1985-86	1990-91	1991-92
<250	64.4	66.4	67.6
250-399	63.8	66.7	66.9
400-599	64.6	67.0	67.6
600-999	63.9	67.0	67.7
1,000-2,499	65.6	67.8	68.8
2,500-7,499	66.5	68.5	68.9
7,500+	65.7	67.9	68.2
State Average	**65.3**	**67.7**	**68.3**

Source: Iowa Department of Education

Administrative Expenditures

As a percentage of total operating fund expenditures, administrative expenditures have remained generally constant from 1985-86 to 1991-92, about 10 percent. These expenses were highest in small districts. Table 77 shows the percent of administrative expenditures by district size for three years.

TABLE 77

ADMINISTRATIVE EXPENDITURES AS A PERCENT OF TOTAL

District Size	1985-86	1990-91	1991-92
<250	13.0	12.9	13.0
250-399	12.0	12.3	12.7
400-599	11.9	11.8	11.9
600-999	10.6	10.5	10.7
1,000-2,499	10.2	9.9	9.9
2,500-7,499	9.6	9.3	9.2
7,500+	8.9	8.9	8.6
State Average	**10.2**	**10.0**	**10.0**

Source: Iowa Department of Education

Operation and Maintenance Expenditures

Expenditures for operation and maintenance have decreased to 9.6 percent in 1991-92 from 12.2 percent in 1985-86. These expenses were highest in large districts. Table 78 shows the percent of operation and maintenance expenditures by district size for three years.

TABLE 78

OPERATIONS AND MAINTENANCE EXPENDITURES AS A PERCENT OF TOTAL

District Size	1985-86	1990-91	1991-92
<250	10.9	8.8	8.5
250-399	11.3	8.5	8.5
400-599	11.3	9.0	8.6
600-999	12.1	9.5	9.0
1,000-2,499	11.7	9.6	9.3
2,500-7,499	12.4	10.4	9.9
7,500+	13.3	11.1	10.6
State Average	**12.2**	**10.8**	**9.6**

Source: Iowa Department of Education

State Aid

The percent of total general fund appropriations going to support education and to provide property tax relief has been increasing since the 1988-89 school year. Table 79 shows this percent from 1981-82 to 1993-94. The increase is due to the addition of the Educational Excellence Program in 1987-88, the Instructional Support Program in 1991-92 and an increase in the foundation level in 1992-93.

TABLE 79

TOTAL GOVERNMENT APPROPRIATIONS
(IN MILLIONS)

Year	State Aid to Districts	General Fund Appropriations	Percent
1993-94	$1,325.4	$3,507.7	37.8
1992-93	1,273.1	3,405.6	37.4
1991-92	1,185.4	3,180.3	37.3
1990-91	1,147.7	3,130.9	36.7
1989-90	1,047.8	2,858.6	36.7
1988-89	964.1	2,690.9	35.8
1987-88	905.7	2,447.1	37.0
1986-87	761.1	2,190.2	34.8
1985-86	712.3	2,126.3	33.5
1984-85	708.5	2,088.6	33.9
1983-84	660.3	1,976.6	33.4
1982-83	642.3	1,869.1	34.4
1981-82	621.0	1,771.9	35.0

Source: Iowa Department of Management

Property Taxes

The property taxes levied to support the foundation formula are shown in Table 80. The impact of tax credits on decreasing property taxes and increasing state aid is also shown in the table. Included are the property taxes levied and the property taxes paid after the tax credits for agricultural land, family farms, livestock, and the school portion of homestead and personal property credits are subtracted.

TABLE 80

PROPERTY TAXES REVENUES GENERATED FOR THE SCHOOL FOUNDATION FORMULA (IN MILLIONS)

Year	Property Taxes	Property taxes less credits
1993-94	$793.5	$696.7
1992-93	781.1	684.3
1991-92	757.0	670.4
1990-91	741.0	651.2
1989-90	718.3	632.5
1988-89	705.4	619.6
1987088	721.0	601.9
1986-87	751.7	636.4
1985-86	724.3	612.5
1984-85	700.4	597.5
1983-84	680.2	563.2
1982-83	664.0	543.6
1981-82	635.6	518.9

Source: Iowa Budget Report

Income Surtaxes

The use of income surtaxes as a local source of revenue has increased dramatically over the last few years. The income surtax concept has been part of the additional funding of schools since the current method of financing districts was introduced in the early 1970s. The budgeted amounts expected to be collected from an income surtax and the percent increase from the prior year are shown in Table 81. The growth rate has changed considerably in 1993-94.

TABLE 81

INCOME SURTAXES

Year	Income Surtax in Millions	Percent Increase
1993-94	$17.1	5.6
1992-93	16.2	30.6
1991-92	12.4	122.5
1990-91	5.5	77.4
1989-90	3.1	6.9
1988-89	2.9	52.6
1987-88	1.9	

Source: Annual Aid and Levy Worksheets

Total Elementary and Secondary Budgets

The amount of revenue budgeted by school districts for the 1993-94 school year is approximately $2.446 billion. Table 82 shows the various sources of funds. Included are all general fund sources and schoolhouse fund sources except for debt retirement.

The basic formula funding provides approximately 77 percent of school revenues; this includes regular program, guarantee, supplemental weighting and special education.

Approximately 4.6 percent of the $2.446 total will go to support area education agencies. Miscellaneous income includes revenues that districts anticipate receiving. The largest of these is the expected state payments for the Educational Excellence Program.

TABLE 82

1993-94 BUDGET DETAIL

Budget Item	Sum	Percent
Regular Program	$1,699,948,585	69.5
Guarantee Amount	6,551,926	0.3
Supplementary Weights	24,236,427	1.0
Special Education	154,079,596	6.3
AEA Media	15,190,099	0.6
AEA Ed Services	16,751,174	0.7
AEA Special Education	81,524,828	3.3
TAG SBRC	11,207,232	0.5
Dropout SBRC	14,516,513	0.6
Instructional Support	64,591,164	2.6
Educational Improvement	158,320	—
Enrichment	827,568	—
Physical Plant and Equipment	29,533,272	1.2
67.5 Cent School House	26,693,310	1.1
Management Levy	37,722,289	1.5
Playground	1,140,206	—
Miscellaneous		
State	96,903,085	4.0
Federal	62,487,548	2.6
Miscellaneous Tax	3,160,721	0.1
Miscellaneous AEA	11,214,191	0.5
Local	22,191,716	0.9
Tuition Received	54,042,842	2.2
Transportation Received	1,579,651	—
Investment Income	10,154,724	0.4
Total	**$2,446,406,987**	

Source: School Budget Master File

Interest

The amount of interest earned and paid and the net difference are shown in Table 83. Since districts have needed to borrow more funds for cash flow purposes in recent years, it is expected that the amount paid out in interest would be increasing. Interest earned in 1991-92 decreased due to lower interest rates.

TABLE 83

INTEREST
(IN MILLIONS)

Year	Net Interest	Interest Paid	Interest Earned
1985-86	$13.3	$1.9	$15.2
1986-87	13.7	2.4	16.1
1987-88	14.9	1.4	16.3
1988-89	18.6	1.8	20.4
1989-90	15.9	2.6	18.5
1990-91	15.5	3.3	18.8
1991-92	8.2	6.1	14.3

Source: Certified Annual Report

Introduction

Three concepts—access, quality, and responsiveness—form the foundation upon which the community college mission was constructed. These same concepts continue to be the essence of the mission that guides the development of the community colleges each year.

Access refers to admissions policies. The community college "open door" policy means that virtually everyone who applies may be accepted. Access means opportunities to engage in a variety of courses of study, and support programs designed to help students succeed. Access means convenient geographic location and affordable costs. Quality refers to the people who serve in the community colleges as well as the education that is offered. Responsiveness means the community colleges assess and meet the needs of their communities through a wide variety of course offerings and services.

This report provides a current overview of Iowa's community colleges and how they are fulfilling their mission.

It is the mission of Iowa community colleges to offer quality programs, courses and services to meet the different community interests, student abilities and personal objectives of citizens of all ages and levels of education for the purpose of improving the quality of life, the economic conditions and the public welfare of our state.

Iowa community college mission statement adopted by the community colleges and included in "A Strategic Planning Philosophy," 1990.

Facts

All Iowans are provided geographic accessibility to higher education through Iowa's 15 community college districts, which operate 29 major attendance centers.

Community colleges are locally governed by an elected board of trustees representing the residents of the district.

All community colleges offer curricula in arts and sciences, vocational/technical and occupational education, and adult and continuing education.

94.3 percent of community college students enrolled in the fall of 1992 were Iowa residents as compared with 74.8 percent at the regents universities and 59.2 percent at all two- and four-year independent colleges and universities. (Source: Iowa College Student Aid Commission.)

Community colleges have emerged as the nation's fastest growing segment of education.

John Naisbitt, futurist

83.2 percent of community college alumni with known addresses were Iowa residents as compared with 40.3 percent at the regents and 34.7 percent at all independents as of the Fall of 1992. (Source: Iowa College Student Aid Commission.)

32.3 percent of all credit students enrolled in Iowa colleges and universities in the Fall of 1992 were enrolled in community colleges. (Source: Dallam Report, University of Iowa)

49.2 percent (16,810) of the new freshmen in Iowa colleges and universities were enrolled at public community colleges in the fall of 1992. (Source: Dallam Report, University of Iowa)

20,211 community college students were enrolled in vocational/technical programs, and 35,406 in arts/sciences programs in the fall of 1992. (Source: Iowa Department of Education)

Over five percent of community college students in fiscal year 1993 were minorities, compared with 3.1 percent of the total population of the state, according to the 1990 census.

38,072 Iowans enrolled in adult basic education/high school completion programs offered by Iowa's community colleges during the 1993 fiscal year. (Source: Iowa Department of Education)

5,764 high school equivalency GED diplomas were awarded through community college-sponsored programs during the 1992 calendar year. (Source: Iowa Department of Education)

The total enrollment in continuing education during the 1993 fiscal year was 550,919. Of this number 429,205 were in vocational supplemental/ upgrading, and 121,714 in continuing and general. (Source: Iowa Department of Education)

23.9 percent of the 1991 Iowa high school graduates were enrolled in a community college one year after graduation, compared to 24.96 percent at the regent universities and 13.55 percent at the independent colleges. (Source: Iowa Department of Education)

Among students enrolled in credit programs in the Fall of 1992, 41.5 percent were male and 58.5 percent were female. (Source: Iowa Department of Education)

862 vocational/technical career preparatory programs offered by Iowa's 15 community college districts provide a myriad of student choices.

$3,316 represented the average cost per full time equivalent enrollment in Iowa's community colleges during the 1992 fiscal year. The general state aid received by the community colleges averaged $1,647 per FTE or 49.67 percent of the cost. (Source: Iowa Department of Education)

$1,169.80 was the average annual tuition charge for 12 credit hours in 1992-93. This equaled 56 percent of the average tuition for the regents universities. (Source: Iowa Department of Education)

Since 1980, the cost per full time equivalent enrollment in Iowa's community college credit programs has increased by 22 percent in the arts and sciences, and by 82 percent in vocational-technical education. At the same time, the consumer price index has increased by 62.1 percent. (Source: Iowa Department of Education)

Assessment of Student Learning

Major Initiatives

Iowa's community colleges are developing and implementing plans to assess and document learning outcomes. Each college has developed a model for evaluating its instructional programs; many have developed comprehensive processes for evaluating and improving institutional effectiveness. In addition, each institution is responding to a new requirement of the North Central Association of Colleges and Schools (NCA) to assess student academic achievement.

As those plans are developed and implemented they will be coordinated at the local level with new state accreditation and program evaluation requirements. In addition, Iowa is developing a state accreditation process that will be integrated with the NCA accreditation process and requirements in order to reduce duplication.

Accreditation Standards

State legislation requires the Department of Education to develop a state accreditation process and standards that integrate with and supplement NCA's. Preliminary standards were finalized in October of 1992 through a process involving Department of Education and community college staff. In light of the changes in legislation, these standards have been further refined to better integrate with NCA's process. The state standards and process will be presented to the State Board for approval in June of 1994. The new state standards are designed to foster institutional improvement and establish direction for the colleges into the next century.

Accreditation Process

Prior to legislation passed in 1993, Iowa's community colleges were subject to annual approval by the State Board of Education and the State Board of Regents, based on an annual evaluation visit. The new state accreditation process, scheduled to be implemented in fiscal year 1995, will involve accreditation by the State Board of Education on the same cycle as the college's NCA accreditation. The process will be coordinated as much as possible with NCA requirements to save duplication of effort for the community colleges.

Program Evaluation

In addition to the development of accreditation standards, 1990 legislation made provision for the Department of Education to develop a model for evaluating community college instructional programs. This model and the resultant process will become a part of the accreditation process.

The major purpose of the model is to provide information to enhance the quality and effectiveness of community college instructional programs. A second purpose is to assist the Department and the colleges in planning, reviewing, and monitoring instructional programs. The outcomes-based model has three major outcomes with related criteria: educational achievement, placement, and post-program performance.

Department of Education staff and community college personnel have been involved in developing both the model and process to assist colleges to review programs, collect data, analyze, and establish benchmarks for continual growth and institutional improvement.

Management Information System

During fiscal year 1993 a task force of Department of Education and community college personnel was established to develop a management information system for Iowa's community colleges.

In June of 1993, workshops were held for community college and other interested persons to determine what information should be contained in and available from such a system. The results have been compiled and will be distributed for validation by participants.

The next step will be to study needs and existing systems and to recommend the best solutions. The results of the workshops will be a key ingredient in that process.

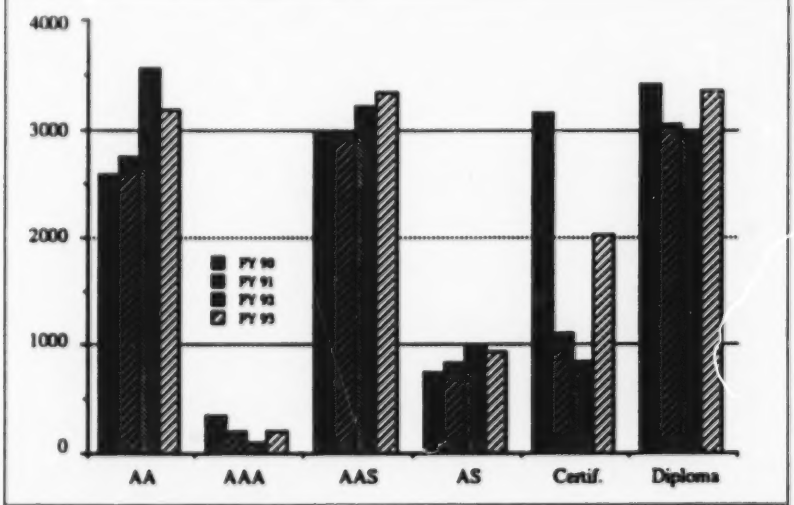
Learner Outcomes

Degrees/Awards Granted

Community college students completing credit programs are awarded certificates, diplomas, or one of five types of degrees. Students completing Arts and Sciences programs receive the Associate in Arts, Associate in Science, or Associate in General Studies. Students completing vocational programs are awarded certificates, diplomas, the Associate in Applied Arts or the Associate in Applied Science.

FIGURE 13

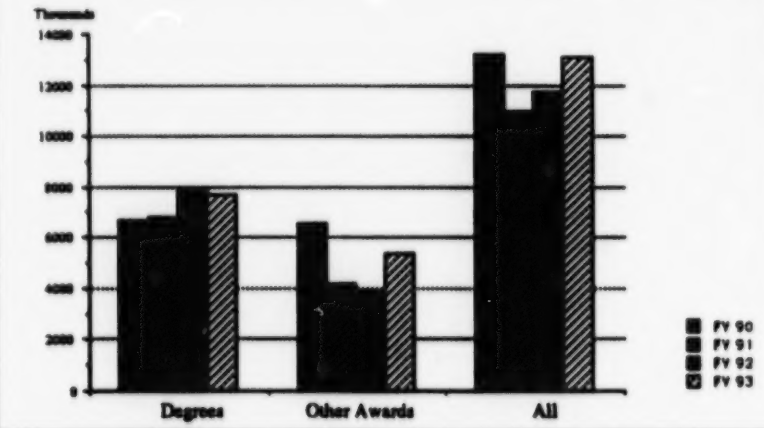
AWARDS GRANTED



Source: Iowa Department of Education

FIGURE 14

TOTALS: DEGREES AND OTHER AWARDS



Source: Iowa Department of Education

The total number of awards granted decreased slightly from fiscal year (FY) 90 to FY 91 and rose again in FY 92 and 93. The number of students enrolled is not an explanation for this change because enrollment has risen constantly from FY 90 to FY 93. One possible explanation is students shifting from shorter certificate and diploma programs to longer degree programs in order to gain additional skills for employment in a tight job market.

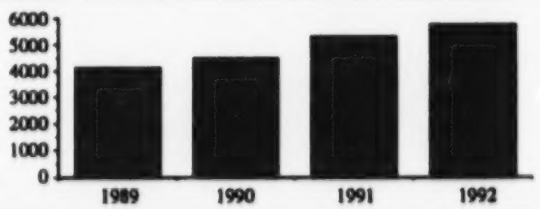
Another factor is the addition of liberal arts programs to the offerings at all community colleges. As institutions added arts and sciences curricula, students who would have otherwise chosen shorter vocational programs opted for longer arts and science programs. This would lower the number of awards granted with the same number of students enrolled. Trends in the next few years should no longer be affected by this factor since all 15 community colleges in Iowa now offer comprehensive educational programs that include liberal arts.

Number of High School Equivalency Diplomas Awarded

All community colleges in the state offer high school equivalency courses to prepare students for the General Educational Development (GED) tests, a series of five standardized examinations leading to a state-awarded high school equivalency diploma. Since 1966, over 129,000 Iowa adults have earned this diploma and more take advantage of the opportunity each year.

FIGURE 15

HIGH SCHOOL EQUIVALENCY - AWARDS GRANTED



Source: Iowa Department of Education

A second option offered by several community colleges is an adult high school diploma program in which students accumulate credits by taking traditional high school-level courses. The students may transfer credits to their home high school, or, in some cases, they may receive an adult high school diploma from the community college.

Economic Development

Businesses and industries across Iowa have joined in partnership with the community colleges to deliver training and basic skills to their employees. Since 1983, community colleges have become the dominant role-player in the delivery of economic development services throughout Iowa. All training and retraining resulting from state initiatives is conducted through community colleges. One of those state initiatives, the Industrial New Jobs Training Act, has resulted in the creation of 49,130 new jobs.

All 15 community colleges in Iowa are well equipped to handle training needs of business and industry and can respond quickly to their requests for specific classes.

Enrollments

Fall Term Enrollment

Community college enrollments have continued to increase annually. The most dramatic increase has been in liberal arts and sciences, a 23 percent increase from the fall term of 1989 to the fall term of 1992. The following information shows fall term enrollment in credit programs. Each student is counted only once, even though they may have dropped one program and entered another.

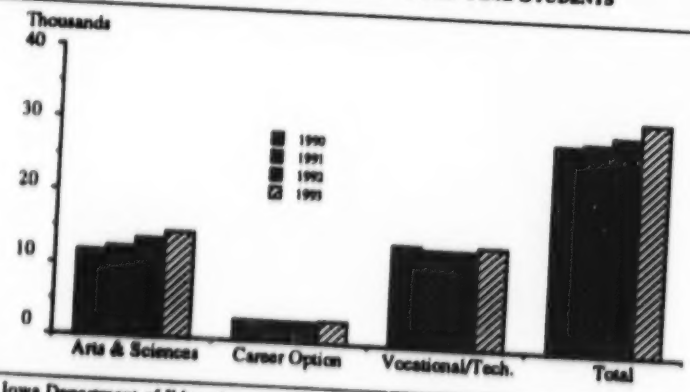
Arts and sciences programs are designed to prepare students to transfer to four-year institutions. College parallel-career option programs prepare students in vocational and technical areas and give them the option of seeking immediate employment or transferring to four-year colleges and universities. Vocational-technical programs prepare students for entry level jobs. High school cooperative programs are jointly administered by the community college and the secondary school and taught in the high school for high school credit.

Number of Persons Served

Community colleges reach the greatest numbers of persons in the community through programs which do not lead directly to a degree, diploma or certificate. Vocational supplementary programs such as training to prepare employed people for career advancement in their field, were pursued by over 429,000 people during the 1992-93 school year. Last school year 647,000 people were served by community college programs other than the

FIGURE 16

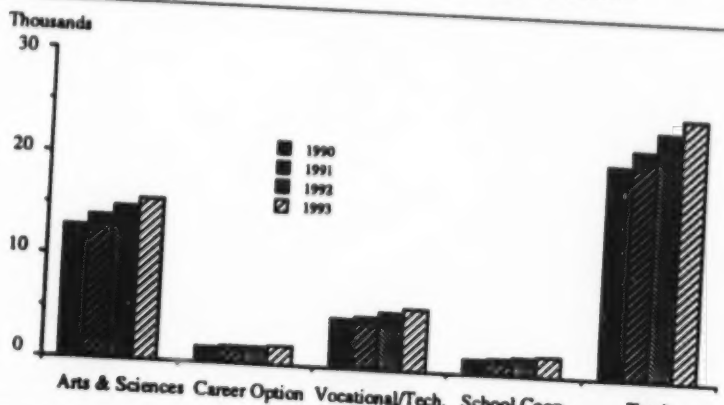
FALL TERM ENROLLMENT - FULL-TIME STUDENTS



Source: Iowa Department of Education
Total includes High School Coop.

FIGURE 17

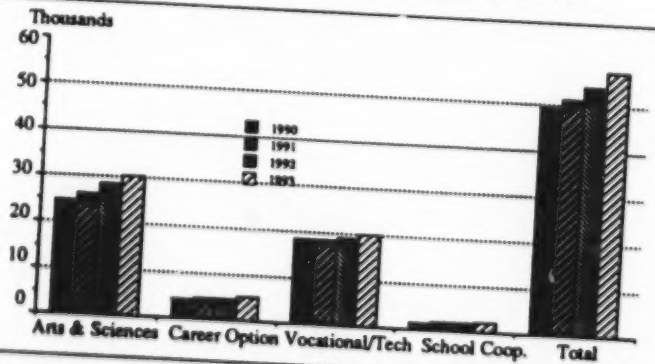
FALL TERM ENROLLMENT - PART-TIME STUDENTS



Source: Iowa Department of Education

FIGURE 18

FALL TERM ENROLLMENT - ALL STUDENTS



Source: Iowa Department of Education

traditional arts and sciences and vocational technical programs. The following information (Table 84) shows the total number of people who enrolled in the community colleges over the past four years. It is possible for a person to be counted more than once in any year if that person finished or dropped one program and entered another.

TABLE 84

TOTAL NUMBER OF PERSONS SERVED BY COMMUNITY COLLEGES

	FY 90		FY 91		FY 92		FY 93	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Programs								
Arts & Sciences	18,324	29,383	18,314	31,207	20,606	32,611	20,660	32,000
Vocational/Technical-Preparatory	18,235	24,182	18,566	27,344	17,148	17,585	16,493	12,435
Totals	36,559	53,565	36,880	58,551	37,754	50,196	37,153	44,435
Other Programs								
Vocational/Technical-Supplementary	0	346,674	0	404,800	114	430,369	755	429,205
Adult Basic Ed/High School Completion	0	44,874	14	46,711	0	47,091	0	45,431
Secondary Jointly Administered	4	2,018	0	1,261	2	2,131	27	2,294
Developmental Education*					4,113	19,168	3,354	39,664
Continuing & General Education	0	50,182	64	50,456	0	51,288	0	51,520
Continuing Ed.-Avocational/Recreational**	0	67,091	0	65,813	0	66,210	0	70,194
Post Secondary Enrollment Options***				763		1,092		1,598
Economic Development	0	7,475	0	12,351	0	8,023	0	7,103
Totals	4	518,314	78	582,155	4,229	625,372	4,136	647,009
Total All Programs	36,563	571,879	36,958	640,706	41,983	675,568	41,289	691,444

Source: Iowa Department of Education
* Not reported separately until FY 92.
** Avocational/Recreational programs are not eligible for state reimbursement.
*** Not reported until FY 91

Full-Time and Part-Time Enrollments

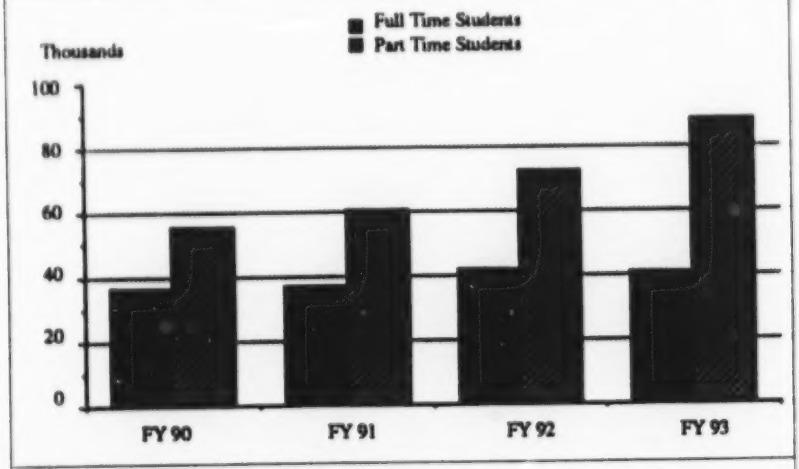
Traditionally, credit programs were designed for full-time enrollment and non-credit programs for the part-time student. Iowa's community colleges have been challenged by the large numbers of students pursuing credit programs on a part-time basis. Provisions for these students have been made through flexible class scheduling in more traditional daytime programs and evening/weekend programs specifically tailored to the part-time student who cannot attend during daytime hours. (Figure 19)

Post-Secondary Enrollment Options

Many Iowa colleges are taking advantage of Iowa's Post-Secondary Enrollment Options Act to provide greater opportunities to area high school students. Secondary students have the opportunity to take college-level courses, taught by college faculty, for which they can earn college credit while in high school. The growing popularity of this program is shown by the 109 percent increase in students pursuing courses under this program in community colleges from FY 91 to FY 93. (Figure 20)

FIGURE 19

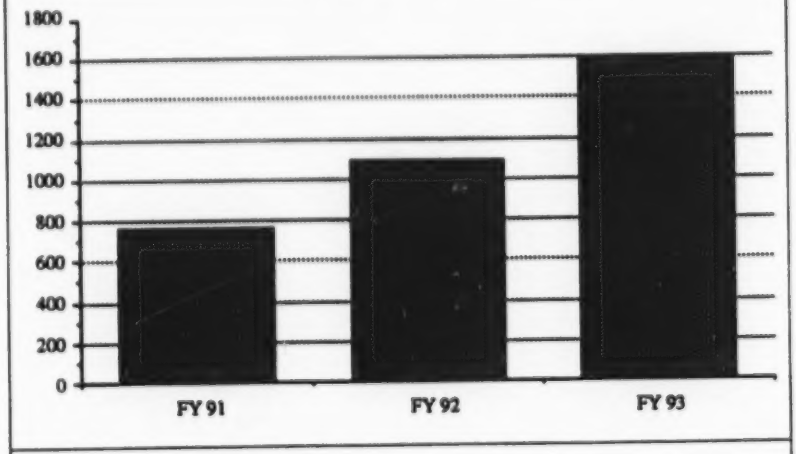
CREDIT PROGRAM ENROLLMENTS



Source: Iowa Department of Education

FIGURE 20

POST SECONDARY ENROLLMENT OPTION - STUDENTS SERVED



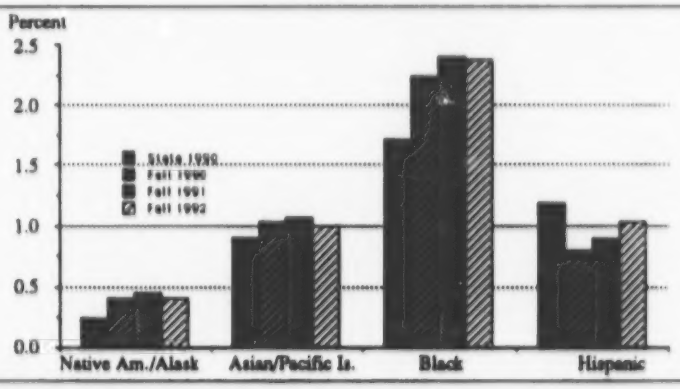
Source: Iowa Department of Education

Learner Characteristics

Community college students are truly representative of Iowa's population. Minority enrollment is increasing; women make up more than 50 percent of students in arts and sciences, career option, and vocational technical credit programs and receive 54 percent of all awards granted. (Figures 21, 22, and 23)

FIGURE 21

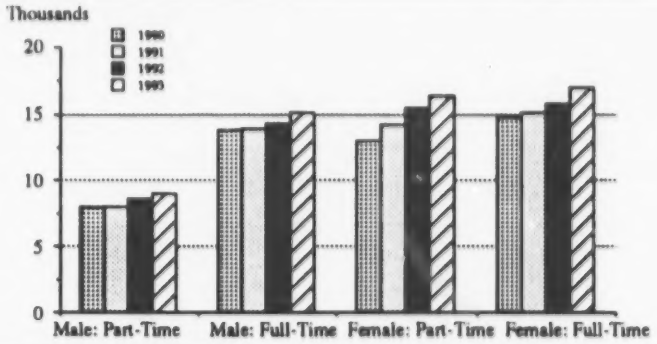
MINORITY ENROLLMENTS



Source: Iowa Department of Education and U.S. Census Bureau

FIGURE 22

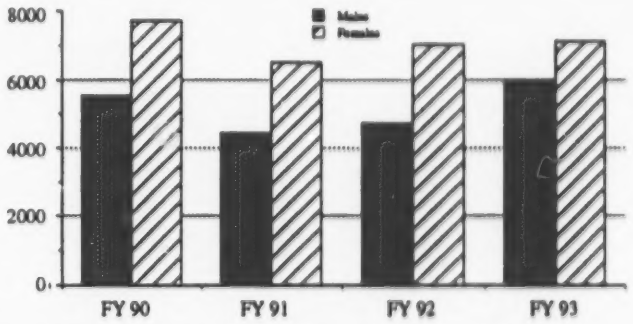
CREDIT PROGRAM ENROLLMENT - BY GENDER & ENROLLMENT STATUS



Source: Iowa Department of Education and U.S. Census Bureau

FIGURE 23

AWARDS GRANTED BY GENDER



Source: Iowa Department of Education and U.S. Census Bureau

Community College Programs

Programs

A broad gamut of programs are offered across the state. Some are offered at most community colleges, while other, highly specialized, programs might be available on only one or two campuses. 299 different programs were offered by Iowa's community colleges in FY 93. Counting the multiple locations 862 offerings were available.

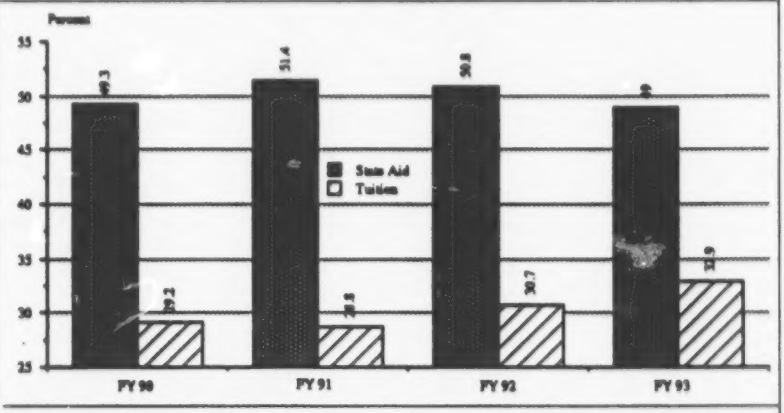
Finance

The primary funding sources for community colleges are state appropriations and student tuition. While increasing each year in dollar amount, state aid has decreased for the past three years in the percent of the budget it covers. Over the same period, the portion covered by tuition has increased.

Expenditures in all categories have risen at approximately the same rate over the last four years. The percent of the budget each category accounts for has remained relatively constant. (Figures 23, 24, and 25)

FIGURE 24

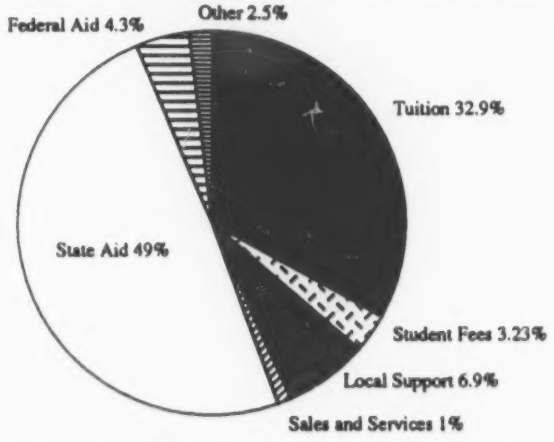
PERCENT OF REVENUE



Source: Iowa Department of Education

FIGURE 25

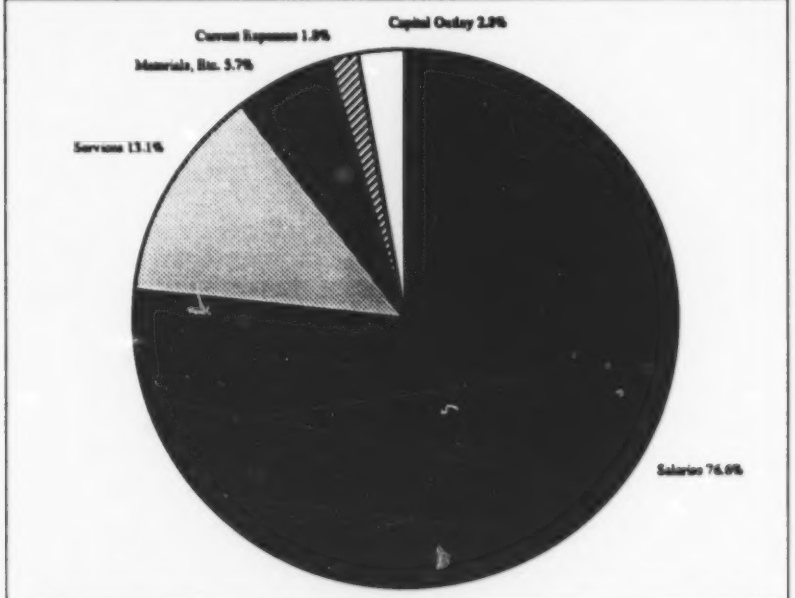
REVENUE SOURCES



Source: Iowa Department of Education

FIGURE 26

EXPENDITURES BY CATEGORY



Source: Iowa Department of Education

TABLE 85

REVENUES AND EXPENDITURES: FISCAL YEARS 1990-93 - UNRESTRICTED FUNDS

	FY 90		FY 91		FY 92		FY 93	
	Amount	%	Amount	%	Amount	%	Amount	%
Revenue Sources								
Student Fees	5,898,086	3.2%	6,446,395	3.2%	6,799,497	3.2%	7,365,303	3.3%
Tuition	53,185,221	29.2%	57,983,742	28.9%	64,688,675	30.7%	72,963,535	32.9%
Local Support	15,226,830	8.4%	15,059,203	7.5%	15,077,411	7.2%	15,273,715	6.9%
State Aid	89,844,229	49.3%	103,083,623	51.4%	107,036,541	50.8%	108,621,059	49.0%
Federal Aid	9,647,666	5.3%	10,013,803	5.0%	10,129,910	4.8%	9,619,520	4.3%
State Aid and Service	2,468,965	1.4%	1,985,119	1.0%	1,745,510	0.8	2,215,893	1.0%
Other Income	6,054,283	3.3%	5,866,744	2.9%	5,104,088	2.4%	5,640,510	2.5%
Grand Total Revenue	**182,325,280**	**100.0%**	**200,438,629**	**100.0%**	**210,561,632**	**100.0%**	**221,699,535**	**100.0%**
Expenditures by Function								
Liberal Arts & Sciences	33,404,999	18.4%	36,815,575	18.4%	40,412,215	19.4%	45,119,056	20.6%
Vocational Technical	61,614,324	34.0%	66,606,797	33.3%	64,240,517	30.8%	63,817,957	29.2%
Adult Education	21,168,518	11.7%	24,549,787	12.3%	26,576,753	12.7%	27,796,877	12.7%
Cooperative Services	3,037,048	1.7%	3,734,755	1.9%	5,096,171	2.4%	4,298,831	2.0%
Administration	10,249,624	5.7%	11,045,051	5.5%	11,536,469	5.5%	12,118,413	5.5%
Student Services	13,084,284	7.2%	14,269,522	7.1%	15,695,745	7.5%	16,065,912	7.3%
Learning Resources	6,352,841	3.5%	6,993,875	3.5%	7,271,249	3.5%	7,254,470	3.3%
Physical Plant	16,470,321	9.1%	18,581,900	9.3%	18,991,133	9.1%	21,338,457	9.8%
General Institution	15,767,829	8.7%	17,230,124	81.6%	18,805,286	9.0%	20,900,396	9.6%
Total Disbursements	**181,149,788**	**100.0%**	**199,827,386**	**100.0%**	**208,625,538**	**100.0%**	**218,710,369**	**100%**
Expenditures by Category								
Salaries	141,069,083	77.9%	154,266,210	77.2%	162,805,654	78.0%	167,501,808	76.6%
Services	24,415,492	13.5%	27,662,614	13.8%	26,114,296	12.5%	28,696,868	13.1%
Matls., Supp., Travel	10,394,901	5.7%	11,366,928	5.7%	11,518,179	5.5%	12,568,730	5.7%
Current Expenses	1,945,132	1.1%	2,083,260	1.0%	3,178,417	1.5%	3,829,472	1.8%
Capital Outlay	3,322,182	1.8%	4,448,371	2.2%	5,008,989	2.4%	6,113,492	2.8%
Total Disbursements	**181,146,790**	**100.0%**	**199,827,383**	**100.0%**	**208,625,535**	**100.0%**	**218,710,370**	**100.0%**

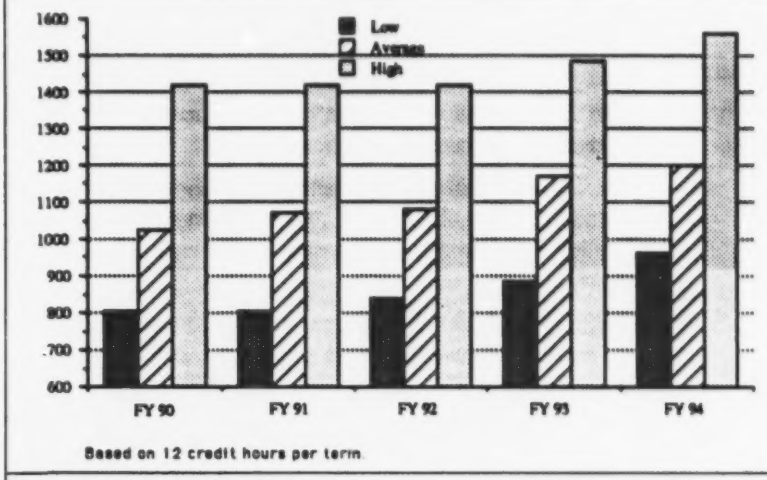
Source: Iowa Department of Education

Tuition

Tuition charges at Iowa's community colleges have increased an average of 17 percent per year over the past four years. While colleges are attempting to keep tuition low, in times when other resources are not increasing at the same rate as expenses, tuition increases may be the only option a college has to maintain revenue levels.

FIGURE 27

TUITION PER YEAR - IOWA RESIDENT



Based on 12 credit hours per term.

Source: Iowa Department of Education

Financial Aid

Table 86 shows the number of financial aid awards received by Iowa community college students. The number of students enrolled in credit programs for those years is also shown for a comparison. Some students received more than one award.

TABLE 86

FINANCIAL AID AWARDED TO COMMUNITY COLLEGE STUDENTS

	FY 88		FY 89		FY 90	
	Number of Awards	Dollars Awarded	Number of Awards	Dollars Awarded	Number of Awards	Dollars Awarded
Non-repayable Aid*	30,753	$26,458,713	33,712	$31,565,420	37,171	$34,702,983
Loans	13,259	$21,852,245	13,911	$22,806,758	14,346	$27,015,427
Employment**	4,038	$2,023,578	3,819	$2,404,168	4,391	$2,683,218
Total	**48,050**	**$50,334,536**	**51,442**	**$56,776,346**	**55,908**	**$64,401,628**
	44,938		47,374		49,726	

Source: Iowa Student Aid Commission
*Non-Repayable Aid includes grants and scholarships
**Employment includes work-study programs.
NOTE: Data is not yet available for FY 92 and 93 (1991-92 and 1992-93 school years).

Major Initiatives for Change

Transformation

A number of initiatives are underway to support dramatic changes in the system that supports learning.

New Iowa Schools Development Corporation

The New Iowa Schools Development Corporation (NISDC), formed in 1991, is the nation's first nonprofit corporation created to promote school reform.

NISDC provides funds and technical support to help Iowa schools and communities identify and implement innovations to help children and young people become world leaders in academic achievement.

In 1992, NISDC awarded grants totaling $118,000 to design teams from five school districts and a rural consortium of 22 districts. In 1993, NISDC awarded grants and support services totaling about $850,00 to 30 Iowa school districts. The Iowa General Assembly appropriated the funds awarded by NISDC.

NISDC's board of directors is a coalition of Iowa education, government and business leaders.

Contact: Gerry Ott, New Iowa Schools Development Corporation, 1454-30th Street, Suite 207A, West Des Moines, Iowa 50266, (515) 226-9852

Exemption Process

Accredited schools that are engaged in comprehensive school transformation efforts will be able to apply for exemption from one or more of the minimum educational standards if compliance would inhibit the transformation effort. Legislation authorizing such exemptions was enacted by the 74th General Assembly.

The Department of Education is currently developing rules governing the process whereby schools apply for an exemption and the review and approval criteria.

Contact: Dwight Carlson, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319 (515) 281-5811.

Phase III of the Educational Excellence Program

Iowa's five-year-old Educational Excellence Program promotes quality and effectiveness in teachers through supplemental and

performance-based pay and comprehensive school transformation.

During the 1992-93 school year, 80 school districts included comprehensive school transformation components in their Phase III plans. More than half of these districts emphasized site-based decision making. Other elements of comprehensive school transformation included in districts' plans were accountability for student achievement; building-based, goal-oriented compensation mechanism; focusing on student outcomes; accountability for organizational success; and development of vertical teams.

Contact: Edie Eckles, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319 (515) 281-5332.

Choice

Iowa families have educational choices through the options provided by open enrollment, home schooling and the Post Secondary Enrollment Options Act.

Open enrollment allows parents to choose which school district their children attend. The first year of open enrollment in Iowa was 1989-90, and 458 students participated. During the 1992-93 school year, just over 7,400 students participated. Approximately 9,300 students are open enrolled for the current school year.

Contact: Donald Helvick, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319 (515) 281-5001.

Iowa's compulsory attendance law allows parents or guardians to teach their own children at home. It also allows them to take advantage of academic, testing or extracurricular programs at their school through dual enrollment. Another option is the student's enrollment in a home school assistance program. Schools choosing to offer this program provide a teacher who assists the family. During the current school year approximately 1,850 students are being educated through the dual enrollment and home school assistance options.

Contact: Leland Wolf, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319 (515) 281-3198.

The Post Secondary Enrollment Options Act allows Iowa students to earn college credits while still in high school. Its purpose is to promote rigorous academic or vocational/technical pursuits and provide a wider range of options to high school students by allowing them to enroll part time in postsecondary institutions. During the 1991-92 school year, 1,930 students participated.

Contact: Edward Ranney, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319 (515) 281-3893.

Family Resource Centers

Legislation passed in 1992 is intended to address the increased incidence and complexity of the social problems experienced by children and families. It authorizes an integrated, community-based system of family support and child development services. When funded, these services will be provided by family resource centers, to be established within the community and located in a school building. The centers will provide a coordinated local structure through which families can access a variety of services. Currently, planning and local awareness activities are being conducted.

Contact: Susan J. Donielson, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319 (515) 281-3575

Workforce Development

During the last year there have been two major efforts involving workforce development. Although they are closely related and rely on the same delivery system, they were initiated from different perspectives.

The first, "Iowa Invests," is legislation which addresses how Iowa invests in people through state programs. This effort includes welfare reform, economic development, workforce development, and holistic services to families. The second, workforce development centers, will give all citizens access to employment and training. These centers will provide a coordinated, "one-stop" approach to the delivery of services. Agencies involved include the Departments of Education, Employment Services, Economic Development, Human Services, Human Rights, and Elder Affairs.

Contact: Marvin Weidner, Iowa Department of Management, State Capitol, Des Moines, Iowa 50319, 515-281-3322 or Harriet Howell Custer, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319, (515) 281-3599.

Tech Prep

An initiative begun in 1991-92, called "Tech Prep," is having a major impact on vocational/technical education in Iowa. Tech Prep programs link the last two years of high school education with two years of postsecondary education and lead to an associate degree or a two-year certificate.

During the 1992-93 school year a model framework for Tech Prep programs was developed and released during a statewide conference attended by over 1,000 educators, parents and representatives of business, industry and labor. In addition, 11 consortiums were funded to develop new projects, and over

500 educators attended five-day workshops for awareness training on topics related to Tech Prep programs.

Contact: Victor Lundy, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319 (515) 281-4722.

Planning for the Future of Libraries

How Iowa libraries can embrace social and technological change to play a meaningful role in the 21st century is the focus of a major planning effort being coordinated by the Division of Library Services of the Iowa Department of Education. The result will be a series of vision statements and accompanying goals and objectives for library service in Iowa in the next 50 years.

Participants in the planning process include library users, the State Library of Iowa, regional libraries, academic libraries at all levels, area education agency media centers, the Iowa Library Association and governing authorities.

The completed plan is due in 1994.

Contact: Sharman B. Smith, State Library of Iowa, East 12th and Grand, Des Moines, Iowa 50319 (515) 281-4105.

Assessment

Iowa educators continue to explore and develop new methods of student assessment focusing on performance assessment and portfolios. The focal point of these efforts is the state's involvement in the New Standards Project, a grassroots partnership of states and large school districts that collectively enroll about half of the school children in the nation. The system is being designed to accommodate locally developed assessments that will be benchmarked to a common national standard. It will provide flexibility for states, districts and schools to set their own curricula within a common system of student performance standards.

The primary goal of the New Standards Project is to use a new system of standards and assessments as the cornerstone of a strategy to greatly improve the performance of all students, particularly those who perform least well now.

Performance task development, portfolio development, staff development and standards setting were the major project activities during the past school year and are being conducted during the current year.

Contact: Marcus Haack, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319 (515) 281-8141.

Technology

One of the most promising instructional technologies for use in Iowa is distance learning technology, which links students at one site with a teacher or speaker at another site. Major activities in this area have centered around the Iowa Communications Network and the Star Schools grant.

Iowa Communications Network

The Iowa Communications Network is the nation's first statewide, fully interactive fiber optic network. It is designed to provide video and voice communication and data transmission between two or more sites in the state. This fall, the backbone of the system is in place in over 100 educational sites. Plans are currently being developed for the future addition of more sites, including high schools, area education agencies, specified libraries, state government agencies, and independent colleges.

Major educational uses of the network will include sharing courses between high schools, bringing college-level classes to rural communities, providing inservice and staff development courses to educators, and bringing educational opportunities such as adult basic education and continuing education to adults.

Contact: Pamela Adams Johnson, Iowa Public Television, 6450 Corporate Drive, Johnston, Iowa 50131, (515) 242-4180.

Star Schools Grant

The U.S. Department of Education, through its Star School Program, has awarded Iowa $8 million over two years to improve instruction in mathematics, science, foreign language, literacy skills and vocational education through the use of the state's fiber optic telecommunications network.

The Star Schools grant is funding some of the classroom equipment needed to use the network, teacher training, partnerships among schools and colleges, a communications and resource clearinghouse, and research and evaluation.

Contact: Pamela Adams Johnson, Iowa Public Television, 6450 Corporate Drive, Johnston, Iowa 50131, (515) 242-4180.

Renewed Service Delivery System

Since 1989-90 Iowa has been nationally recognized for special education reform. The "Renewed Service Delivery System (RSDS)" is designed to increase the learning and achievement of all students to their maximum

potential. RSDS emphasizes local planning and the coordination of all resources in general education, special education and the community. A problem-solving approach is used in designing interventions and measuring outcomes for students.

Eighty-four percent of Iowa school districts and 73 percent of school buildings participated in RSDS during the 1992-93 school year.

Contact: Jeff Grimes, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319 (515) 281-5437.